AMERICAN CHILDHOOD

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A Japanese Project

Discussion of Field Trips and Excursions

Analysis of "Community" Projects

Entertainment and Craft Work

- A Fairy Play
- Stories of Spring and Japan
- Whirligigs, Weather-vanes, Rikshaws
- A Picture Map of Japan

Helps for Kindergarten and Primary Grades

Book Reviews

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Courtesy, City Art Museum of Saint Louis

"THE SEAMSTRESS" *Painted by Albert Neuhuys*

GAY COSTUMES AND NATIVE MUSIC MADE MEXICO REAL TO US

Homes of Holland and Mexico

By MAY F. McAFEE

OUR work in the social studies is developed around central units, a co-operative activity of teacher and children. Interest in children of other lands is so keen in the third grade that very little stimulation is necessary to start a unit such as ours on the homes of Holland and Mexico. The study of foreign toys is an excellent means of stimulating such interest. In the case of our project I had the activity, a study of homes, in mind and set out definitely to guide the interest of the class to this objective. I chose this activity because it was a means of teaching social studies on a problem-solving basis. The project was a series of vital, living experiences through which the children acquired a rich background of history, geography and science. Because of our study of the homes of Holland and Mexico the class moved on to the next grade with an active desire to learn about more of the peoples of their world.

THE unit on homes was approached in several different ways. To determine the country of greatest interest to the class we listened to the undirected conversation of the children at recess and during activity periods. We discussed the new home of one of the boy's who described his "bunk" beds. This led to the showing of picture in the "Dutch Twins" of a bed built in the wall. We placed objects and pictures in the classroom related to the study of homes in other lands. When it was determined that a study of Holland had the greatest appeal, many possible activities were discussed before even tentative plans were formed. The creation of a Dutch kitchen was the most popular plan presented, with the making of a real tile stove as the center of interest.

A great deal of research went into the making of the Dutch stove. The teacher gave the children mimeographed copies of the story "Blue Tile of Delft" found in *Wonder Windows* by Eugenia Eckford. Before the actual work could be started, much planning, measuring and reading had to be done. The children found out how tiles are made in Holland, and that they were a means of story-telling as well as decoration. Accurate observation was made in color, design and meaning. Elements of Dutch design were studied in the art class, and after several lessons on design, two were chosen to be placed on the tiles. They were simple designs of a boat and a windmill. With the aid of the manual training teacher, each child made a frame for a tile, after the desired size was decided upon.

It was obvious from the beginning that each child could not have a hand in everything, and that more could be accomplished through committee work. The class of thirty-six was divided into three groups, each group with a chairman to plan the work for the day. A small storeroom off the main classroom was fitted up as a workroom. The making and drying of the tiles was done in this room. They were then brought out to the classroom and placed on a work table ready for the second group to paint and stencil. In the discussion period which always preceded the work period, the children decided to paint one tile white with a delft blue design and the next tile a plain delft blue without a design. The third group, which consisted mainly of boys, were busily building the frame construction for the stove. The picture of the stove in the "Dutch Twins" was their guide. They had the help of the manual-training teacher one hour each week. A large packing box formed the body of the stove. After the sides were built and a shelf across the top, the whole structure was covered with chicken wire. It was fortunate that a new building was being constructed near the school at the time so that there was plenty of Portland cement already mixed to be had for the asking. The day the tile was to be "set" in cement was a never-to-be-forgotten day. Everything was in readiness. The number of tile needed had been carefully esti-

OUR DUTCH STOVE WAS THE CENTER OF INTEREST

mated. The wet cement was spread over the wire, and each child in the room had the pleasure of setting several tile. The stove was laid flat for this process. The next day the cement had dried so that the stove was ready to be raised. The pride and joy in the finished stove could not be expressed in words. Active participation and interest was continuous at all times, because each child felt his responsibility in the undertaking and realized that there was much to be accomplished.

Now for a fire in the stove! But what do the Dutch people burn for fuel? We turned to our reference books for information. A careful study of peat and peat fields was made, and many fine reports were given during the language period. Charcoal was also mentioned as fuel. As it was more easily obtained, the children decided to build their fire of this. Red electric light globes were placed at the back of the stove, the connection brought up through a hole made for that purpose. Charcoal was arranged in a realistic manner over the red globes, a pot with an iron chain hung over it, a blue curtain tacked across the shelf, and the Dutch family were ready to move in.

In third-grade children the impulse for dramatic play is so marked that they should be given opportunities for dramatic expression in relation to their units. The educational value of a unit is increased when the children identify themselves with it through play. Then there are the new needs which arise from this play which the children recognize and try to satisfy. The activities which evolved from the real-life situations concerned with our Dutch stove were:

1. Making butter.
2. Cooking and serving Dutch food.
3. Painting and decorating paper plates with Dutch designs for decorating shelf.
4. Making Dutch figures to stand on shelf.
5. Learning Dutch songs, including the national anthem of Holland.
6. Creating Dutch dance for a play.
7. Making costumes, after research work had been done on dress of Dutch people.

Before the interest had waned in the Dutch kitchen I set the stage for the study of Mexican homes. Children in California have daily school contacts with Mexican children. Through knowledge of and association with these little schoolmates an interest in our neighbors to the south was easily aroused. A comparison in ways of living, fundamental similarities and differences between our ways and those of the native Mexicans, was studied. The beauty of the Mexican handcraft civilization was stressed. For the further advancement of interest and to present to the class accurate information about Mexico much visual material was presented through:

1. Showing films of Mexico.
2. Postcards and kodak pictures taken in Mexico City.
3. Pictures from magazines, newspapers and advertisements.
4. Weaving.
5. Picture books.
6. Pottery bowls and vases.

The book, "Children of Mexico," covering the period from Cortez up to the present day, was read by the teacher. In the discussion period, the children decided that since so much of the living is done outside the home in Mexico, they would like to show just the outside of a peon's home, and how he cooks, eats, and sleeps in the patio or garden. Again the class was divided into groups, and the same procedure was followed as in the building of the Dutch kitchen. The proposed outcomes were listed, the planning and measuring were done and the following questions for research were placed on the blackboard, to be written in note-books.

1. What material will we use to build the wall of a peon's home?
2. Of what will we make the roof?
3. How do the peons cook their food?
4. What do they eat?
5. How do they prepare it?
6. How do the men and women dress?
7. How do the children dress?
8. What games do they play?
9. What songs do they sing?
10. Do they have a king?
11. What is their flag like?

The manual-training teacher helped the boys make a frame for the front of the house, with one small window and a door. Since the children had looked at many pictures of peon's homes, they were familiar with the depth of the windows and doors. This was shown with strips of lath, painted dark brown. The frame was laid on the floor, and large sheets of heavy cardboard were tacked to the frame. The openings for the door and window were cut out. To represent the adobe brick, thick calcimine the color of mud was mixed and daubed onto the cardboard. Limbs of trees were slanted down over the house from a back support. Palm leaves were placed over these. A string of red peppers was hung by the doorway, gourds were suspended from the rafters, a bright serápe was hung in the door opening, and the Mexican family took possession of their new home.

The activities which arose from real-life situations as the children played in the Mexican patio were:

1. Weaving of serápes.

   These were made with lengths of large mesh curtain material. Colored yarn was drawn through

(Continued on page 50)

CAREFUL NOTES ARE TAKEN ON SCIENCE FIELD TRIPS

Courtesy, Oakland, California, Public Schools

NOTE: *The sun and moon, the wind and weather are matters of primary interest to the acquisitive minds of young children. This extract from the San Mateo County, California, curriculum revision in elementary science will give primary teachers a workable basis for the developing of a physical-science program. This revision, the result of more than a year's study and research on the part of Eleanor Freeman, Director of Rural Education, and Pansy Jewett Abbott, County Superintendent of Schools, is an outstanding example of elementary science taught through integration with other subjects, especially the social studies, reading and language.*

Physical Science for Primary Grades

RURAL SCHOOLS, SAN MATEO COUNTY, CALIFORNIA

WHILE the problems of physical science do not integrate entirely with our social-studies units of work, there are many opportunities throughout the school year when brief discussions concerning phases of physical science may take place: during field trips and excursions, at school intermission periods, during language discussions, during certain reading lessons, or when boys and girls just naturally wish to talk about the world they live in. Physical science for these grades may be divided into the following topics:

1. Needs of life: air, the sun (heat and light), and water. All other requirements of life, food, shelter and protection, are not included in physical science.
2. The moon and the stars.
3. The seasons and the weather.

The Air

WE LEARN that air is everywhere, but we cannot see it. We can feel it and we can see what the air does. Boys and girls may observe the action of air on kites, sailboats, windmills, flags and leaves. They may pass their hands quickly through space to feel the air.

We learn that all living things require air: people, animals, plants. Boys and girls should understand that air is all about us. There is air out-of-doors and our homes and schoolrooms are filled with air. Without air people can not live, nor can plants or animals live.

Fresh air is necessary in our schoolrooms so we may do good work. Good ventilation is necessary in school and homes. An open window lets fresh air in our rooms as we sleep.

A fire will not burn without air. We put out fire: by keeping out the air, by throwing water, dirt, sand, heavy carpets, bedding, or wet sacks on the fire. Cover a lighted candle with a glass and see what happens.

Find out how air is heated, indoors and out-of-doors. Stoves, furnaces, fireplaces and radiators are used indoors to heat the air. The sun heats the air out-of-doors.

There is water in the air. Watch steam from a boiling kettle and discuss the evaporation of water from wet clothes or from puddles after a storm.

There is dust in the air. We know this because of dust on articles in the room and on the trees, shrubs, and other things out-of-doors.

Note that on some days the air moves things in one direction and on other days it moves them in another.

The Sun

WE STUDY the sun and observe that the sun "rises" in the east and "sets" in the west. Daylight comes when the sun "rises" and darkness comes when the sun "sets." When we are having daylight the people on the other side of the world are having night.

We learn that the sun gives us heat and light. All living things require heat and light in order to grow. Children should feel objects that have been in the sun to note the warmth and they should sit in the sun for a time to feel how the sun warms them. Without the sun we would always have darkness. When our part of the earth is turned away from the sun it is night. This idea is clarified by the turning of a globe. The temperature of the air changes from time to time. Night is cooler than the day because the sun is not shining on our part of the earth. Through observation discover the warmest part of the day, the coolest part. Learn to read the thermometer.

Our study leads to the observation that the sun sets later in the day as summer approaches and earlier in winter time: that the length of the day varies at different times of the year, that as spring approaches there are more sunny days than in winter and that the days are longer and the nights shorter in summer, and that in winter the days are shorter and the nights longer.

We keep a weather chart for indicating various types of weather: a sunny day, a cloudy day, a rainy day.

It is learned that plants need light and sun for growth. Boys and girls need light and sun too.

ZOOLOGY AND BOTANY BEGIN IN OUR SCIENCE CENTER

Courtesy, Hattie S. Parrott, State Dept. of Public Instruction, Raleigh, N. C.

Water

WE LEARN of the importance of water to life. Boys and girls must drink plenty of water and animals, trees, plants and flowers need water, too, to maintain life. We prove this by selecting two plants and watering one of them for a few days. Then the unwatered plant may be given a drink.

We learn of the sources of water in the air. Boys and girls should observe the evaporation of water from damp places. They should know that plants and animals give off water to the air. They should observe boiling water (steam), steam coming from engines, and drying clothes on the line.

Fish live in the water. Ducks like the water too.

We discuss the relation of water to cleanliness.

We learn that frozen water, ice, is used to preserve foods, and discuss refrigeration.

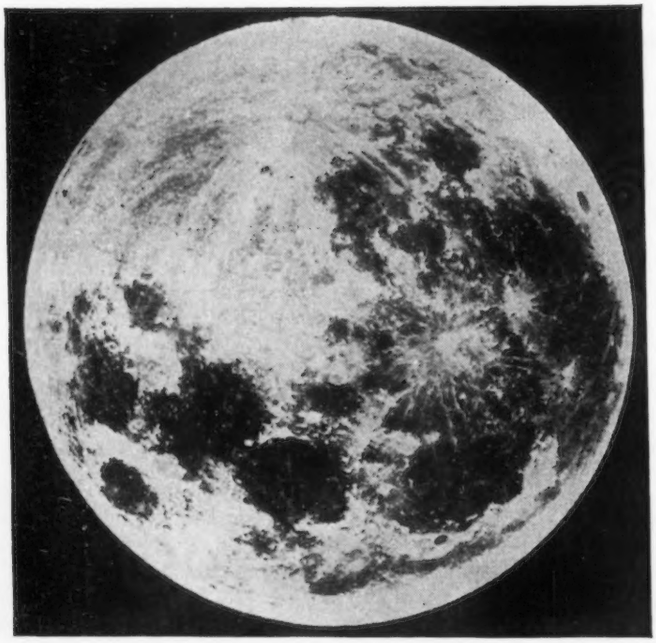
The class learns what becomes of water that falls to the ground, and observes the fog in the air. Boys and girls should understand that fog is really water in the air. They should note windows and windshields of automobiles during foggy weather.

We prove the evaporation of water into the air, by placing a pan of water in the sun to see how quickly the water is taken up into the air. The group discusses the drying of clothes upon the line after a wash and the drying of puddles on the ground and sidewalks after a rain.

Records are kept of rainy days in the fall and winter months. The children should discuss the benefits of rain to the people of the community.

AS THE FULL MOON APPEARS THROUGH A TELESCOPE

Courtesy, American Museum of Natural History



The Moon and Stars

THE points of direction, north, east, south, west, are taken up. These directions may be marked on the floor of the classroom. In the evening the North Star will help them with directions.

The children should observe the moon and stars in the evening sky, and the shape of the moon at various times. By cutting the shapes from paper the children appreciate more fully the changes in the appearance of the moon. Attention should be called throughout the school year to the changing phases of the moon.

We note that the moon gives light to the earth and to the sky around the moon.

We notice how brightly the stars shine on clear nights. Pupils should note that some stars appear in groups and that some stars are brighter than others. The bright stars are nearer to us. The stars are really suns, but they seem very small because they are so far away. The sun is the nearest star to the earth. Clouds very often hide the stars. We discuss this. Boys and girls should have the ability to point out the North Star.

Weather and Seasons

THE class observes that weather changes from day to day. Weather charts kept for periods of two or three weeks will indicate these changes.

We discuss the seasonal changes in the weather and the effects upon the home.

In winter the days are shorter and the nights are longer.

Boys and girls have less time to play out-of-doors in winter.

The sun does not shine so much in winter.

In winter we have cold weather, rain, frost, snow and hail.

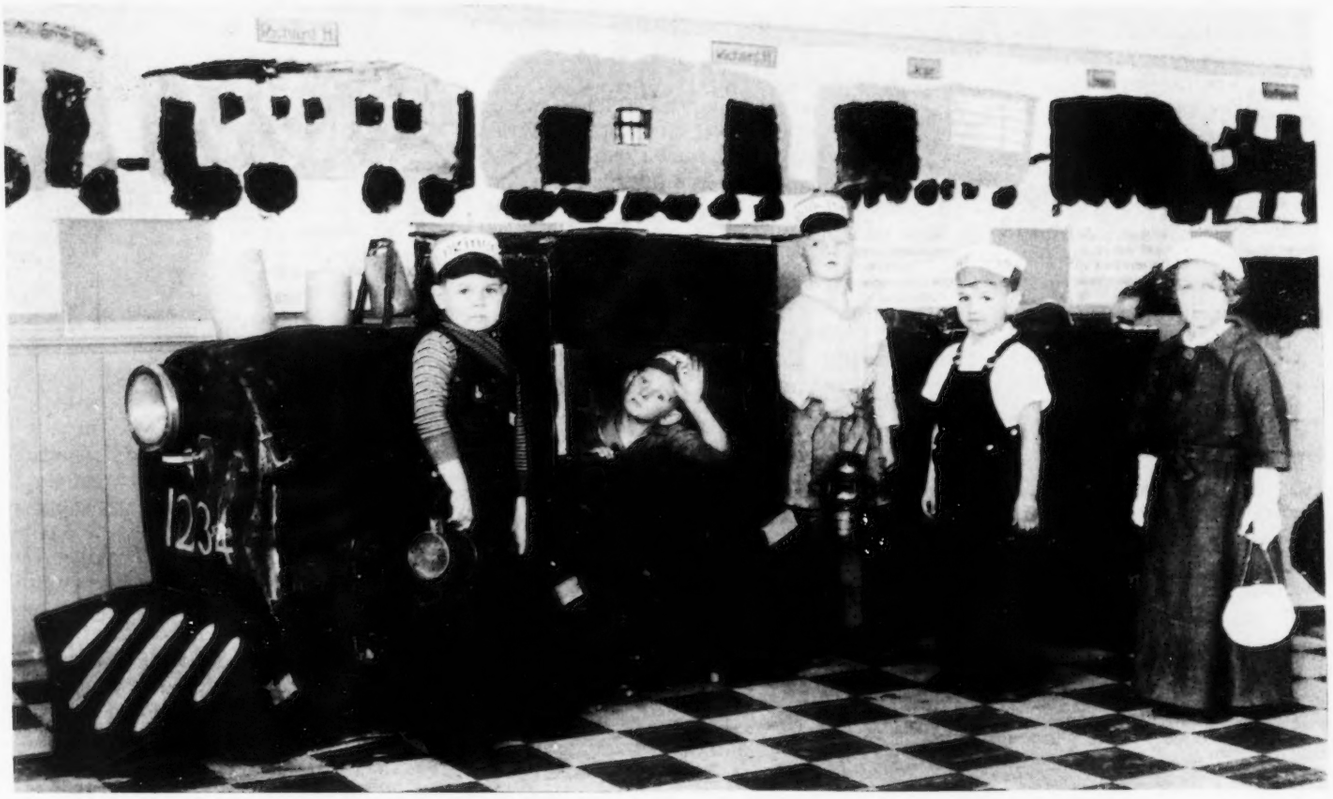
Boys and girls wear heavier clothing in winter. We discuss need of coats, hats, raincoats and overshoes.

In summer the days are longer and the nights are shorter.

The sun shines a great deal in summer.

Other evidences of the seasons are: Leaves of some trees fall to the ground as fall or autumn approaches. We collect colored leaves for the classroom. Some trees are left bare as the leaves fall to the ground.

(Continued on page 50)



NOT ONLY THE DRAMATIC INSTINCT BUT AN APPRECIATION OF SERVICE WAS DEVELOPED Courtesy, Manitowoc, Wisconsin, Public Schools

A Transportation Unit for the Kindergarten

MANITOWOC, WISCONSIN, PUBLIC SCHOOLS

OUR aim in developing this unit was to bring to the children information concerning means of transportation and an appreciation of the service rendered by the different means of transportation in the community.

We felt it important also to bring to the children an understanding and appreciation of the work of those who are transportation helpers:

a. The airplane pilot
b. The engineer and conductor
c. The bus driver
d. The boat captain

To help the children establish attitudes of proper conduct of passengers when traveling, emphasized through dramatic play.

To help the children to become acquainted with the construction and parts of an airplane and boat.

Most children are interested in boats, trains, airplanes, and all moving things. One of the earliest baby plays is to push an object and say, "choo, choo, choo," or "toot-toot." This early play tendency is developed and strengthened in a community where transportation facilities may be observed as:

a. A harbor in lake, river through which large boats daily pass, bridges, piers and lighthouses
b. A large ship-building company
c. An airport with hangars
d. Bus station and buses for local and inter-city service
e. Railway depots with daily trains

Taking a more specific inventory of our own kindergarten children's experiences concerning transportation we found the following learning:

A. The Boat

1. All had observed trains and most of them knew that boats pass through the down-town bridges.
2. Ten children had been through a large boat which was in the harbor.
3. Several children lived near the docks where the boats were moored for the winter.
4. Three of the children had been on lake trips.

B. The Airplane

1. All had seen the planes flying over head, many times.
2. Many of the children had driven past the airport and seen the hangar and the planes taking off and landing.
3. Two of the children had been up with parents in a plane, and one had watched his father go up.

C. The Bus

1. All had been on the city bus at least once.
2. Five had ridden on the bus to another city.
3. One of the children had an uncle who was a bus driver.

D. The Train

1. All had observed trains and most of them knew that trains had engines, baggage cars, and passenger cars.
2. About half of the children had either been on a train or to meet a relative at the depot.
3. Some of the boys had electric trains and knew much about trains because of this train play.

In order to relive these past experiences, plans were made to take the children on field trips.

EXCURSIONS:

To the boat: Arrangements were made to take the class to see and go through a car ferry.

When the children arrived at the docks, they saw two car ferries. One was being loaded by a large engine, which was pushing cars onto the boat.

The engineer of the boat met the children at the car ferry and offered to take them through it. They entered the boat at the rear and had to step over many tracks before they reached the stairs that led up to the cabin.

On entering the cabin, they saw the kitchen, in which the chef was frying doughnuts. They went into the dining-room and saw how the dishes were kept in racks.

From there they went into the salon, stateroom and purser's office, where tickets are sold. On leaving the cabin, the children went to the front of the boat and up a steep flight of stairs to the pilot house. Here they saw the steering wheel, compass, and barometer.

Descending the stairs, they went down into the hull of the boat to see the engines, and to see what makes the boat go. The engineer started one of the engines for them so that they could see it in motion. The children were thrilled and asked the engineer many such questions as:

1. What makes the engine go?
2. Where are the boilers?
3. Who runs the engines?
4. Why do you have two steering wheels?
5. Why don't trains fall into the water when the boat rolls?

After this experience, the children came home filled with enthusiasm and ideas, and their own suggestion was "Let's build a boat, so we can play boat." Enthusiastic reports were given of what had been seen. These were recorded and later typed and mounted on a large chart under a picture of the car ferry. A group story as dictated by members of the class was printed on another large chart. These two charts were meaningful to the children because the material came out of the children's experiences.

To the Airport:

On another day the children were all taken in cars to the airport by several of the children's mothers. Here they noted the size of the grounds, and the buildings.

There was one large hangar and inside of it were twelve airplanes, including a seaplane, several biplanes, a monoplane, and a glider.

The children were allowed to climb into the planes. A mechanic worked the levers on one of the planes to move the tail, rudder, and wings. He explained to the children how a plane was kept going by means of the propeller and how it was kept up in the air by vacuum caused under the wings.

The children were told about the kind of cloth used to make an airplane and how it was later painted the desired color. The license numbers were painted on the wings and rudders of the planes. They saw the landing field and were especially fortunate to be there at the time a plane landed and the pilot and the mechanic dismounted and greeted the children.

When they returned to school they were again anxious to relate their experiences. Again we made charts recording the children's experiences.

To the Bus Station:

We arranged with the manager of the bus company for a free ride on a city bus, for part of the group. The kindergarten was divided into two groups, the children choosing as to whether they would rather go on the bus ride or visit the train depot. Twenty-five children chose the bus ride, and it was taken at a time of day when the bus was not overcrowded. The ride included a portion of the residential and business districts, to the bus station, changing to another bus, and back to school. These were significant things to which the children's attention was called:

In the Bus:
- The comfortable seats
- The buttons for ringing bell
- The pictures above head for advertising
- The driver; his separate seat; his uniform; his attentiveness to his work making for safety of his passengers, calling the names of the streets as part of his accommodation; opening and closing door carefully for passengers; making change for people without tickets.

At the Bus Station:
- Waiting benches
- Information desk
- Ticket window
- Magazine rack
- Candy and gum show case
- Large maps, with lines and stars showing routes and stops of inter-city buses.

A colored picture of a large bus was given us. Also a large city map, showing the route of the bus in the city.

Upon the return to the kindergarten interesting reports were given by the children who had been on the bus trip, and map and bus posters were used to illustrate their talks, which were recorded, printed and mounted.

To the Train:

A group of twenty-two children were taken to the depot to watch a train come in. Before it arrived we had time to go through the depot, take note of the benches, the ticket office, and the telegraph operator at work. Before the train came we also noticed the signals, the rows of tracks, the water tank for filling engines, the baggage and lunchroom. When the train came in and the big puffing engine rolled past the depot, the children were thrilled and excited. During the fifteen-minute stop of the train, at the depot, we noticed these things:

1. Filling the large black engine with water from the big tank.
2. The baggage-car doors opened and large boxes and crates removed to the baggage room. Other baggage moved into the baggage-car. All packages labeled with the destination and name of sender.
3. Passengers leaving the coaches, being met by friends. Some passengers who were traveling further, remained in the coaches. Other passengers went into the lunchroom.
4. As the brakeman called "all aboard" we watched the passengers get on the train again, some new ones getting on at our station. On our return to the kindergarten, two blocks away from the depot we crossed some tracks and saw the switchman in his little house up above the tracks. We also noticed the gates, which he operates for traffic protection, and signals signs.

As an abundance of pictures had been collected by the children and teachers, these were sorted according to the kind of transportation they represented and four large bulletin boards were attractively filled with pictures, stories, maps and labels. One large bulletin board for each collection of interests for:

The Boat
The Airplane
The Bus
The Train

Continuance of the interest in trans-

portation was assured by the use of many picture books, stories and songs, of which there is an abundance of interesting material relating to this subject.

Activities

Planning Period:

Plans were made to build a boat and an airplane, the children choosing these two as they decided that they would not have time or space enough to construct all four forms of transportation in which they were interested. The children decided if they wished to help build the boat or the airplane, and each teacher took a group for guidance.

Long-time planning continued through group discussions in relation to the construction of the boat and airplane made by the children. Plans were made and drawn on both paper and blackboard, which helped the children to see and understand more clearly the work they were preparing to do.

The following is a typical conversation that took place during a planning period:

Teacher: What did we say we needed and were going to talk about today?

Eddie: A plan for our airplane.

Teacher: Shall we draw a big picture of it on the board?

Children: Yes.

Teacher: What shall we draw first in the picture?

Marilyn: A body for the plane and some wheels.

Billy: A rudder too, and some wings.

Dale: We have to have a propeller to make it go.

Teacher: Who wants to draw it? You may start, Theresa, and Charlotte may help her.

A large airplane was drawn on the blackboard and one was also made on a large sheet of paper by another group of children. The picture was forty-eight inches long and eighteen inches wide.

The following day discussion about the construction of the airplane continued.

Teacher: What materials do we need to build our airplane?

Lorraine: Cloth and some boards.

Teacher: What do you want the cloth for, Lorraine?

Lorraine: For the wings of the plane like the ones we saw at the airport.

Teacher: What kind of cloth must we have?

Lorraine: Airplane cloth.

Teacher: Have we any cloth like that to use?

Eddie: No, we can use paper.

LaVerne: That would tear.

Eddie: We could use cardboard.

Teacher: Yes, Eddie, that would be better than paper. What shall we use for the wheels and propeller?

Dolores: We can have wooden wheels and I can bring a box from home.

Others: So can I.

After several discussions and planning about how the plane was to be made and the materials to be used, committees were appointed according to their choices. Each committee performed its own part of the work as the plane construction progressed.

CHARTS such as the following were made to help each child to carry out his own work.

Work We Must Do
Build the Body
Make the Wings
Make the Propeller
Put on Wheels
Build Rudder
Paint Plane

BUILDING THE PLANE

Build Body	*Build Wing*
Donald	Marilyn
Jack	Eddie
Lorraine	Sanford
Rudder	*Propeller*
Elsie	Elizabeth
Walter	LaVerne
Billy	

A similar plan was worked out for the building of the boat. Each committee performed its own work. If it was necessary for the children to have help, they would often go to the chairman of their group for advice. If he was unable to solve the problem, he would consult the teacher.

Construction:

The car ferry was constructed of large blocks, of large corrugated cartons, and of slats and boards. It had captain and passenger quarters and was large enough to accommodate twelve passengers. The ticket office was constructed of blocks and the children made signs, tickets, and money.

The airplane was also constructed of a framework of slats and boards covered with corrugated cardboard. It was large enough to accommodate the pilot, the mechanic and two passengers. It was realistic enough to allow for very realistic dramatic play. A hangar was constructed of orange crates and heavy wrapping paper. Labels and signs were made for use in connection with the play.

Travel Books:

Individual Travel Books, that grew out of their interest in drawing pictures of trains, automobiles, buses, airplanes, and boats were made by some of the children. Each day a page was made, illustrating some form of transportation. The teacher then labeled each picture by putting the proper name under each. When the pages were finished, they were assembled into a book.

Caps and suitcases were made by some of the children, which made dramatic play more realistic.

Drawings and Paintings:

Each day some of the children made pictures either through the medium of crayons or paints. One child worked at a very large painting of a city bus. For five days he planned, drew and painted it. A group of four children worked on a large frieze of a complete train of cars, engine, baggage cars and passenger coaches which, when painted with tracks, signals and depot, made an attractive decoration for the room.

Experiments:

In addition to the first-hand experiences the children had in the excursions, we felt that more could be given them which would answer questions that had come up during the discussions.

1. For the purpose of showing the power of steam, a test tube was filled half-full of water, then it was heated and tightly corked. When the water began to boil, the steam shot the cork halfway across the room.

2. Another experiment was used to show water displacement and why some things sink and others float.

A penny and a piece of wood were dropped into a pan of water. The penny sank and the wood floated. The children were asked why one sank and the other did not. One child said that the penny was heavier.

Teacher: Of what are boats made?

Jack: Wood.

Jerome: Iron.

Teacher: Yes, but why doesn't a boat sink when it is in the water if it's heavier than a penny?

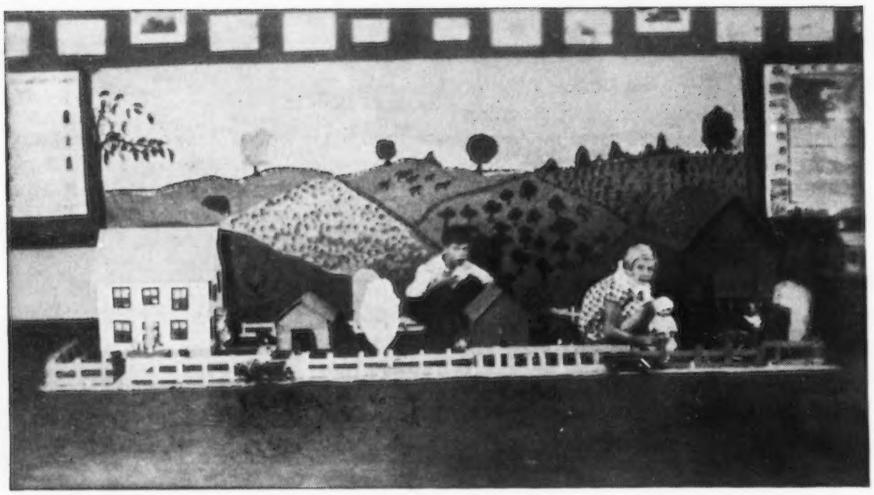
Jack: It's bigger.

Teacher: Wouldn't that make it heavier?

Jack: Yes.

June: The waves keep it up.

(Continued on page 50)



A WELL-KEPT FENCE PROTECTS THE CLASSROOM FARM

NOTE: *Under the direction of Miss Olivia E. Spaeth, Director of Kindergartens, the teachers of the Kenmore, New York, Public Schools, have made a valuable contribution to kindergarten-primary pedagogy in their analysis of source materials and worthwhile activities involved in the most popular units of this level.*

Among the units studied, familiar to every kindergarten and primary-grade teacher in the urban and rural fields, are: Community Life, Pets, Library, Hallowe'en, Church, Christmas, Stores and Shops, Boats, Airplanes, The Farm, Circus and Zoo. We present Miss Borth's findings on "The Farm" in this issue.

The Farm

By RUTH MEEGAN BORTH
Kindergarten Teacher, Theodore Roosevelt School

WE want the five-year-old to have experiences as described in this unit, to have him realize how the community depends upon the farmer for its food. We know if he gains his information in a first-hand way that he will have a better understanding of animal life and growing things. We know too that he needs the social situations, which are possible in this unit, through which he may learn to conform to the necessary regulations and demands of trips to be taken and tasks to be done. He is one of a group and must conduct himself so that he will be a worthy member. This unit may well be included in the spring or fall months of the kindergarten year.

Inventory of Experiences

A. First hand

1. Visit a farm, a dairy, a city market, a fruit and vegetable market.
2. Bring vegetables and fruits to school.
3. Bring and care for a rabbit at school.
4. Have a setting hen in school.

B. Vicarious

1. Toy farm animals, wooden, celluloid or cardboard.
2. Illustrated books for children.

Agnew, Kate E. and Coble, Margaret. *Baby Animals on The Farm*, World Book Co., Yonkers-on-Hudson, New York.

Beaty, John. *The Farmer at His Work*, Saalfield Publishing Co., Akron, Ohio.

Beaty, John. *On Our Farm*, Saalfield Publishing Co., Akron, Ohio.

Beaty, John. *Story Pictures of Farm Animals*, Beckley-Cardy Co., Chicago, Ill.

Beaty, John. *Farm Pets*, Rand, McNally and Co., Chicago, Ill.

Beskow, Elsa. *Pelle's New Suit*, Harper and Brothers, New York.

Dagliesh, Alice. *The Little Wooden Farmer*, The Macmillan Co., New York.

Evers, Helen and Alf. *The Happy Hen*, Farrar and Rinehart, New York.

Hader, Berta and Elmer. *Farmer in the Dell*, The Macmillan Co., New York.

Hardwick, Marjorie. *A Story of Milk*, Grosset and Dunlap, New York.

Hauman, George and Hauman, Doris. *Bread and Cheese*, The Macmillan Co., New York.

Johnson, Eleanor M. *The Dairy*, American Education Press, Inc., New York.

Johnson, Eleanor M. *Farm Animals*, American Education Press, Inc., New York.

Lawson, James G. *Farm Animals*, Rand, McNally and Co., Chicago, Ill.

Miller, Jane. *To Market We Go*, Houghton, Mifflin Co., Boston, Mass.

Orton, H. F. *Little Lost Pigs*, Frederick A. Stokes Co., New York.

Orton, H. F. *Queenie, The Story of a Cow*, Frederick A. Stokes Co., New York.

Read, Helen. *Grandfather's Farm*, Charles Scribner's Sons, New York.

Smith, E. B. *Chicken World*, Putnam Sons, New York.

Williamson, Hamilton. *Little Pig*, Whitman Publishing Co., Racine, Wis.

3. Stories.

Bailey, Carolyn S. *Firelight Stories*, Milton Bradley Company, Springfield, Mass.
"Chicken Little"
"How the Pigs Can See the Wind"
"The Story of Lambikin"

Bailey, Carolyn S. and Lewis, Clara M. *For the Children's Hour*, Milton Bradley Co., Springfield, Mass.
"The Seed Babies Blanket"
"How the Apple Blossoms Came Back"
"Apple Seed John"
"Do What You Can"
"The Stolen Corn"
"Making the Best of It"
"Why the Bean Wears a Stripe"
"The Little Field Mice"
"The Big Red Apple"

Mitchell, Lucy Sprague. *Here and Now Story Book*, E. P. Dutton and Co., New York.
"The Many Horse Stable"
"The Rooster and the Hen"

Literature Committee of Association for Childhood Education. *Told Under the Blue Umbrella*, The Macmillan Co., New York.
"A Visit to the Farm"
"The Barn"

Literature Committee of the Association for Childhood Education. *Told Under the Green Umbrella*, The Macmillan Co., New York.
"The Sheep and the Pig That Built the House"
"The Straw Ox"
"The Town Mouse and the Country Mouse"
"The Old Woman and Her Pig"

4. Verse

Aldis, Dorothy. *Here, There and Everywhere*, Minton, Balch Co., New York.
"The Grasshoppers"
"The Ducks"

Aspinwall, Alicia. *Poems for Short People*, E. P. Dutton and Co., New York.
"The Moosical Cow"
"Fresh Eggs"

Baruch, Dorothy. *I Like Animals*, Harper and Brothers, New York.
"A Trip to the Farmer"

Hubbard, Alice and Babbitt, Adeline (compilers), *The Golden Flute*, John Day Company, New York.
"Baby Corn," Unknown
"Farmlike," Ruth E. Stanton
"Lady Bug," C. Lindsay McCoy
"Milking Time," Christina Rossetti
"Mister Carrot," Dorothy Aldis
"Mrs. Finney's Turnip," Unknown
"My Barrow," Elizabeth Fleming
"Summer Wish," John Farrar
"The Happy Sheep," Wilfred Thorley
"The Proud Vegetables," Mary McNeil Fenollosa
"Vegetables," Rachel Lyman Field

Huffard, Carlisle, Ferris (compiler), *My Poetry Book*, John Winston Co., Chicago, Ill.
"The Lamb," William Blake
"The Sheep," Ann Taylor
"Cushy Cow," Laura Benet

Moore, Annie E. (compiler), *Poems of Today*, Grosset and Dunlap, New York.
"Chicken," Walter de la Mare
"Duck's Ditty," Kenneth Graham
"Milking Time," Elizabeth Madox Roberts
"The Barnyard," Dorothy Aldis

Stevenson, Robert Louis. *A Child's Garden of Verses*, The Platt and Munk Co., New York.
"The Cow"
"The Hayloft"
"Farewell to the Farm"

Thompson, Blanche, Jennings. (compiler) *Silver Pennies*, The Macmillan Co., New York.
"Baby Seed Song," E. Nesbit
"The Pasture," R. Frost
"The Hens," Elizabeth Madox Roberts

5. Pictures

The Home Farm Frieze, by Lawson Wood (8 colored panels)

Perry Pictures, Malden, Mass.

The Sheepfold	Jacque
The Angelus	Millet
The Sower	Millet
The Gleaners	Millet
The Man with the Hoe	Millet
Woman Churning	Millet
Ploughing	Rosa Bonheur
Flock of Sheep	Rosa Bonheur
The Escaped Cow	Dupré
Haying	Dupré
Shepherdess	Lerolle
The Cow Reflected in the Stream	Paul Potter
Sheep Autumn	Mauve
Sheep Spring	Mauve

Creative Expression

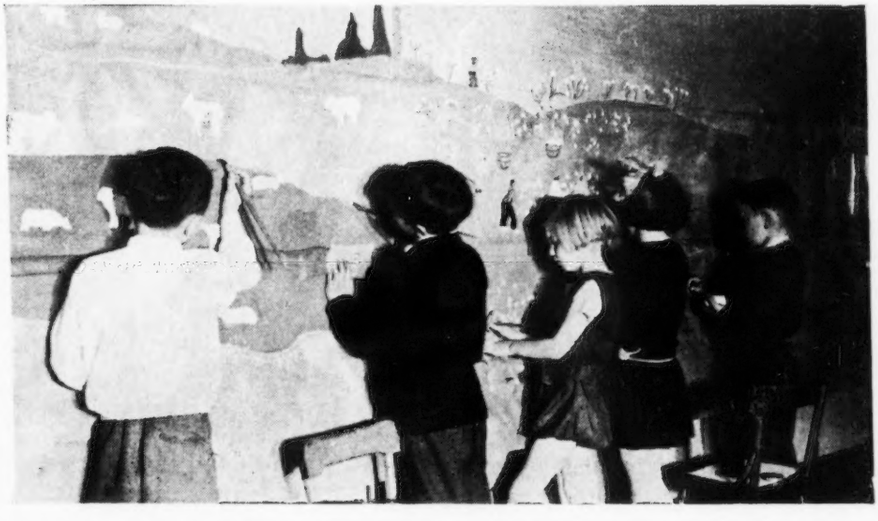
A. Fine Arts
1. Painting and drawing
a. Farm animals, buildings, fruits and vegetables.
b. The farmer and his family.
c. Panels of farm life.
2. Clay and plasteline modeling
a. Farmer and his family, his animals.
b. Farm fruits and vegetables.

B. Industrial Arts
1. Wood construction
a. Cut and paint farm animals (1/4 inch soft wood)
b. Make scarecrows.
c. Make garden sticks.
2. Builder-board and blocks
a. Build a barn and house with builder-boards.
b. Use blocks for enclosures and fences for toy animals, garden and buildings on farm.
3. Paper construction
a. Fold sixteen squares for a barn or house.
b. Cut freehand vegetables, fruits, farmer's family, poster of farm activities, farm implements: hoe, rake, spade.
4. Sewing and weaving
a. Make sunbonnets.
b. Sew and stuff farm animals of gingham, brown wrapping paper or oilcloth.
c. Weave simple baskets.
5. Cooking
a. Make applesauce.
b. Bake apples.
c. Bake bread, biscuits.
d. Make vegetable soup.

C. Science
1. Experiments
a. Watch seed germination, effect of sun and water on seeds.
b. Care for fowls, animals.
c. Grind whole wheat, oats.
d. Make cottage cheese; sour milk then strain through cloth.
e. Churn butter.

(Continued on page 51)

THE HILLS OF HOME TOOK SHAPE ON OUR FARM PANORAMA



March Map. Lighting Our Shores

By MARY TAYLOR

THE wind rises as night sets in. Sea birds, flying low over boiling, churning waters, report the menace of the weather. Dense clouds shut down, sucking color from the land and sea, reflecting the eerie palette of the storm. Fog. Wind. Water. A beam of light cuts through the dark. Up and down the riven coast the beacons of the sea flash out their messages of warning. Their ways are many. Some cast a steady, powerful light, some flash a quick rhythm of bright and dim, others rotate a penetrating beam into the night. Their messages go forth in many colors. Some red, some yellow, some green, others brilliant as the white light reflected from the polished facets of a diamond. When, in the fog these jewels of the night are dimmed, the voices of horns and bells will carry beyond the power of light. When all other devices fail, the navigator is guided by the ultimate in the safety of the sea, the radiobeacon.

The first-known lighthouse, the Pharos of Alexandria, erected at the mouth of the Nile and completed around 280 B. C., was considered one of the seven wonders of the Ancient World. Between this first protection for travelers by water and the radiobeacons of today lies the history of man's endeavor to cope with the incalculable power of the sea in the preservation of human life and cargo along the ocean lanes and inland waterways.

WE MAY follow, too, the geographical and commercial development of the United States in the story of our shore and riverways protection by lighthouses, lightships and buoys. When the Colonies were young, the arrival of a packet boat from England, bearing news from the old country and supplies to the new was anticipated as no other event in the year's calendar. The ship, a speck on the horizon, was watched with a mounting fever of excitement and concern. The prayers of the villagers went out to guide this precious vessel to its berth, through a dangerous and uncharted harbor. There was no other help to bring a ship to port, until in 1716 the Colony of Massachusetts erected the first lighthouse at the entrance to Boston harbor. To support this light, dues were levied by harbor authorities of one penny per ton on all imports and exports carried by all vessels with the exception of those which plied the coastal trade. This earliest of lighthouses on our shores was a victim of of the British, destroyed by dynamite during the Revolution. It was subsequently replaced and such a light stands today in the same location. In 1764 the Dutch industrialists of the region around New York built a lighthouse on Sandy Hook to guide the vessels from overseas to their docks on the island of Manhattan. A light tower was erected at Cape Henry, Virginia, in 1791, and today marks the approximate spot on which the earliest settlers of Virginia first landed.

THE FOG HORN IS AN IMPORTANT PART OF LIGHTHOUSE EQUIPMENT

Courtesy, U. S. Lighthouse Service

FLORIDA'S LOW-LYING SHORES REQUIRE TALL TOWERS

Courtesy, U. S. Lighthouse Service

There is a new tower and light in use today, but this historical structure stands on a sand hill close by, a monument to the skill of Colonial builders. Portland Head, Maine, is another of the early lighthouses which has become familiar to thousands. Sparkling white against a dark background of rocky coast the old lighthouse at Portland Head, Maine, has become familiar to thousands of summer visitors and still serves the busy harbor of Portland. Tybee, at the entrance of the Savannah River, Georgia, the leaning tower at Cape Romain, and the no-longer-used but picturesque tower of Cape Florida, are among the earliest southern lighthouses which have added to the history of our Lighthouse Service. While many of the capes and promontories along the coast were lighted in early times, shipping interests of the day were also concerned with the marking of comparatively sheltered waters. A brisk coastwise trade was carried on in New England, and Maine built many of the finest wooden ships. These activities called for many secondary lights at harbor entrances on the island-dotted bays of Maine, and southward to New York through Long Island Sound. Virginia and Maryland depended very largely for communication upon the waters of Chesapeake Bay and its tributary rivers. From these marine routes, established early in the history of our growing commerce, we have today a legacy of many quaint lighthouses built over a hundred years ago.

The development of the Lighthouse Service followed our trade routes to the West. The use of the St. Lawrence River and the Great Lakes called for the establishment of lights along the way. The lighting of the California coast was begun in 1855 and that of Washington and Oregon soon afterwards. Before the close of the nineteenth century the acquisition of other territories extended the service to Alaska, Hawaii and Puerto Rico.

THE United States Lighthouse Service is one of the oldest of the Federal agencies. The work of erecting and maintaining lighthouses was provided for at the first session of Congress in 1789. When the Federal Government was organized, twelve lighthouses were ceded to it by the several colonies, forming the nucleus of a system which now includes over 25,000 aids to marine navigation. Some of these early Colonial structures are still maintained, giving proof of the skill of our early builders. Of these lights, six were within the confines of the Massachusetts Colony, and one each in Rhode Island, New Hampshire, Connecticut, New Jersey, Delaware and South Carolina. The location

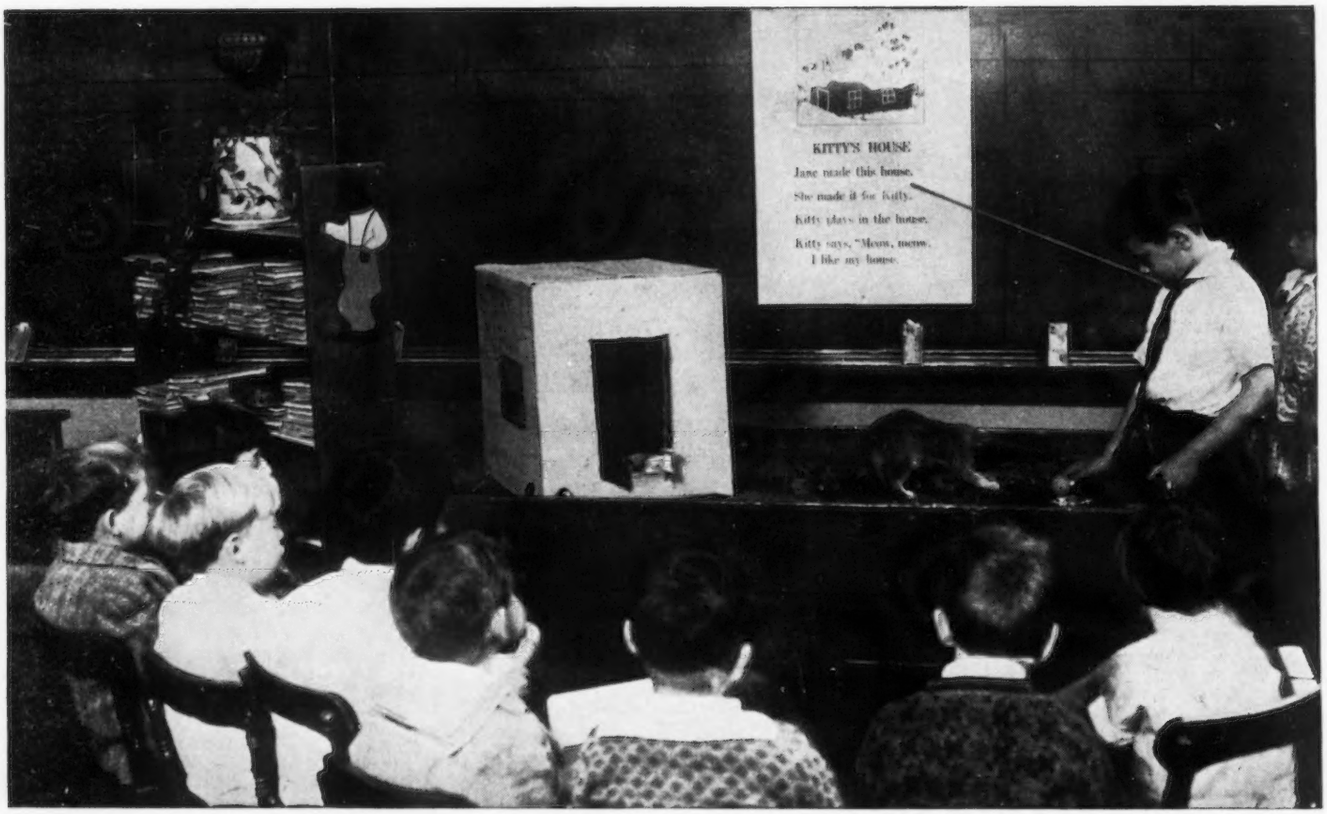
(Continued on page 52)

A TYPICAL LIGHTHOUSE ON THE ATLANTIC COAST

Courtesy, U. S. Lighthouse Service

LIGHTSHIPS ARE STURDILY BUILT OF STEEL

Courtesy, U. S. Lighthouse Service



A LIVELY KITTEN LIVED ON OUR SAND TABLE. WE MADE HER HOUSE

Courtesy, Oakland, California, Public Schools

Our Pets. A First-Grade Unit

By LUCILE E. FENN

ON A typical sunny California morning in early winter a group of happy kindergarten explorers, full of curiosity and ready for adventure, trooped into the 1B room with an innate feeling, I am sure, that the most important task before them was that of learning to read. What other interest was uppermost in their minds, I knew not, until, after the regular routine of enrolment, we began talking informally together. One of these eager six-year-olds had brought with her from kindergarten a bowl in which two small green water turtles basked on some rocks. After showing the pets to the new children in our group, a discussion followed as to the care of the turtles, what other animals live in water, and how they are able to live in such an environment.

At the front of the room hung a mural of farm animals. Pictures of animals common to the environment of children were displayed on another wall. Immediately upon noticing these pictures, keen interest was shown in animal life. One could hear from all parts of the very informal discussion circle, such conversation as this: "I have a big brown dog at home. His name is Spud. He can do lots of tricks." "I have a little kitty and a big dog. They play together." "My dog's name is Boots. He always wants to follow me to school." Whereupon all of the pets wanted to come to school. After having enjoyed several visits by kittens, dogs and birds, we heard of several interesting yards within walking distance of our school where various kinds of pets would broaden further our knowledge of types, their housing and care. On our numerous walks we were entertained both educationally and amusingly by such pets as parrots; roosters, strutting and crowing; hens, busy with their broods of chicks, or in one instance with a flock of baby ducks; Nanny and Billy goats, with a baby kid; beautiful pheasants, strutting proudly and showing their rainbow-colored feathers; cows and calves; horses of all colors and descriptions; affectionate baby colts, walking on wobbly legs; pretty white rabbits, in their high, clean hutches; and last but not least, innumerable lovable dogs and cats. Upon our arrival at school after one of these walks a precocious child whose advanced mental age helped us in the solution of more than one of our problems during the semester, drew our interest to a focal point by asking before the group, "Why can't we have some pets at school to take care of?" From that moment throughout the semester the 1B's interest in pets was unbounded.

Activities

Group-Discussion Activities

With much enthusiasm and impatient anxiety on the part of the children to actually have pets of their own to care for, planning got underway with much haste. In our group discussions the children decided to use four pet hutches that were already provided at school. This was considered educationally sound from

the standpoint of the construction work involved, because considerable repair work would have to be done to the hutches before they would be ready for occupancy. The children also decided to move them to a new location nearer to our building for closer and more worthwhile observation. After moving, it was found that much repairing would have to be done to the fence as well as to the hutches.

Construction Activities

Many busy days of hammering and sawing followed in preparation for the arrival of our animal family. Feed boxes were necessary for each hutch. They were made of wood after the children had observed the types of boxes used at the various places visited on our walks. A water dish was also needed, and to avoid the possibility of breakage, one-pound coffee cans were used for this purpose, each one being painted green on the outside to match our farm's color scheme.

After all repairs had been made and the hutches and fences had been painted green, great joy was experienced when a little bantam hen and rooster were presented to us by our Principal. At irregular intervals throughout the semester other pets arrived until our Pet Farm housed the two chickens, one rabbit, three guinea pigs, two ducks and two pigeons. There were also our fish, turtles, tadpoles and horned toads. Our science-table collection grew steadily as the children added to it. Committees were chosen to care for the pets and these committees rotated weekly so that each child had the privilege of caring for every pet several times during the semester. Upon the arrival of each pet the children became acquainted with its habits, food and care, and the type of shelter that should be provided for it.

After the pets had lived at school for a short time, the cost of feeding them was discussed, possible ways being evolved by which we might save. A garden for our pets was felt to be a necessary part of our farm. So, much spading, hoeing, raking and measuring followed in preparation for planting. The garden proved to be a joy for the children as well as a success, and the pets thrived on swiss chard, kohlrabi, lettuce and carrots, as well as radishes. Flowers were planted as attractive borders around the garden and fences. Morning glories also were planted to climb the fences to help protect the pets from the hot spring and summer sun.

Research Activities

Although research activities in the first grade are a far cry from what the term generally implies, nevertheless in our supplementary readers the children found answers to many of their questions about caring for the different pets. Pictures found by the children also solved many problems, as well as did material found by the children or teacher and read aloud by the teacher because of the difficulty of the vocabulary.

Creative Activities

While these children were so intently interested in the study and care of their pets, a creative impulse developed. Stories were written almost daily, either concerning our work or our pets on the Pet Farm. A daily newspaper entitled "First-Grade News," was published monthly and contained daily happenings of interest to the children with emphasis on news about our Pet Farm. Poems were inspired during playtime with the pets, and many times a good beginning for a song, or an entire song, could be heard during work time with the pets. And of course we played rabbits, ducks, chickens, guinea pigs, and pigeons to music with much delight and freedom of rhythm. With what realism were the stories of "Mister Penny," "Ask Mr. Bear," parts of "Scamper," and "Bread and Cheese" dramatized! What a joy it was to hear, "Read it again. We like to have you tell that poem," when poetry about nature and animals was read which had been felt so often to be lacking in appeal to the children.

The easel, equipped with calcimine paint and large brushes, seemed to most definitely satisfy that creative tendency. Again and again, children would slip quietly away to the easels and deftly guide the paint brushes over the large unprinted newspaper producing rabbits, chickens, ducks, guinea pigs, pigeons, fish and other pets in realistic poses. Our story favorites were illustrated as well. Then, too, our crayons and 12″ x 18″ manila paper lent itself to the artistic endeavors of these youngsters, each story of our pets being illustrated for use on our moving-picture machine. This machine is a 30″ x 48″ frame with a dowel rod at either end with handles attached for turning, on which the large 26″ x 36″ stories are placed for reading. Also little books made by the children about animals, gardens, flowers taught art as well as reading. A final "Pet Book," including all of our pet stories, poems, and songs, was a joy to take home.

Many happy hours were spent in modeling clay Henny Penny, our little hen, and Snowball, our white rabbit. Clay paper weights in the shape of hens and rabbits, painted with calcimine paint, were given each parent.

Our mural of pets made with colored chalk provided the pictures for our original songs which were recorded in manuscript writing and hung beneath the mural.

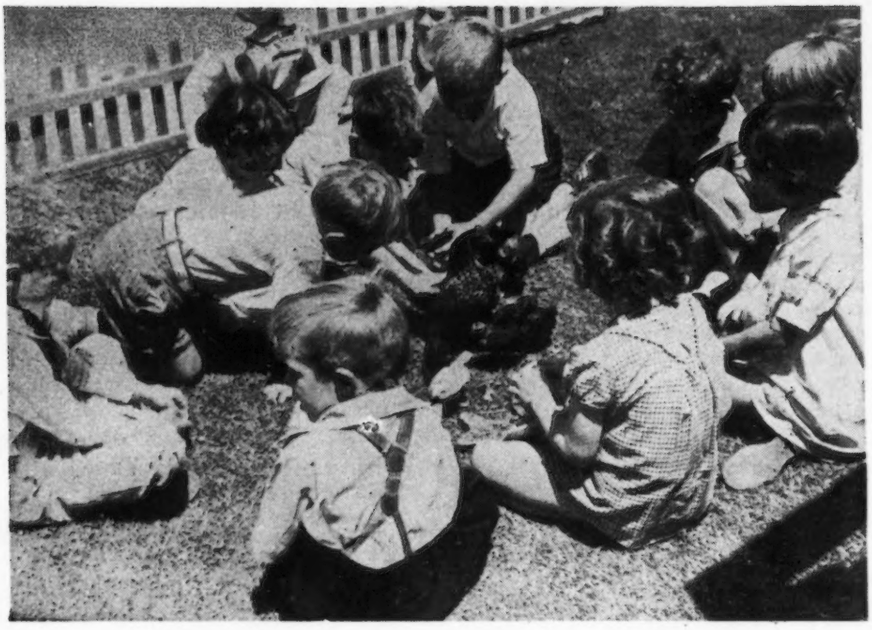
We did a certain amount of paper cutting, making ducks, chicks and rabbits and pasting them in original settings of colored paper.

Drill and Practice Activities

Many opportunities were presented for the use of number which is taught only incidentally in the first grade in Long Beach. These included measuring the length of the lath for repairing the fence and the hutches, measuring lath for the low fence, surrounding the grass plot on which the children could bring the pets for observation and play after the hutches had been cleaned and the pets fed each day; and measuring for the size of the entire garden and for the individ-

OUR READING CIRCLE WITH A STORY ABOUT A PET ON THE BLACKBOARD

Courtesy, Long Beach, California, Public Schools



HENNY PENNY AND HER CHICKS ON THE GRASS PLOT OF OUR PET FARM

Courtesy, Long Beach, California, Public Schools

ual rows in the garden. The calendar also was important in teaching number, especially in recording the number of days Henny Penny sat on her eggs, as well as in keeping a record of the age of our baby guinea pigs, baby ducks, chicks, rabbits, and pigeons. Counting our chicks and guinea pigs was necessary to be sure that they were all safely in their hutches before locking them in each day.

The other incidental drill subject which functioned in this unit of work was writing. Notes were written for permission for visits, "thank you" notes for pets given to us, and an invitation was written to our mothers and fathers to come to our party at the close of school.

Culminating Activities

Each day seemed to bring added interest, joy and excitement, and our Pet Farm grew steadily in all of its aspects. Ten baby bantams were hatched from Henny Penny's eggs; four, soft, fluffy bunnies, four baby guinea pigs, and two squabs were an endless delight. Although most of the mothers and some of the fathers of the children had been brought to school at some time during the semester to be shown the Pet Farm, still the children wished to have a party to which their parents would be invited. Many group discussions were necessary to determine what our program should include. Finally it was decided that our toy orchestra should play at least one number, that we should read titles for our movie, sing our original songs, and interpret our animal and garden rhythms. From our collection of toy orchestra numbers that had been developed during the semester, the march from the *Nutcracker Suite* was chosen by popular vote. Rabbit hats of blue construction paper with pink ears were made by all the children and worn during the program.

Although our hand-operated movie machine, using large paper and two-inch manuscript writing with large illustrations for each story, had been a big incentive to experience reading, the children expressed a desire for a more realistic movie. This desire was inspired by the purchase of a splendid moving-picture machine for our school by the P. T. A. this year, by which we were entertained by many very worthwhile pictures of sea and animal life. The belloptican proved very satisfactory in fulfilling this demand, and the same stories were written in manuscript on pieces of tagboard seven-inches square with the accompanying pictures for each story being drawn on separate manila papers of the same size; the picture being shown first to be followed by the story in the belloptican. We divided our program into two parts: Part I, Making the Pet Farm; and Part II, The Pets Come to School. A sample of one of the stories in Part I follows:

OUR PET PENS

Hammer! Hammer!
Saw! Saw!
See our pet pens.
We mended them.
We made new fences.
We painted the pens.
We painted the fences.

A story selected from Part II, which shows that water life as well as land animal life with its corresponding science-teaching was studied, read:

TADPOLES

Swim little tadpoles!
Swim! Swim! Swim!
Eat some bread.
We want you to grow.
Grow, legs, grow!
Go, tails, go!
We want little frogs.

As for our rhythms, we had enjoyed

(Continued on page 52)

OUR PET MURAL WAS MADE WITH COLORED CHALK. A FEW OF OUR ORIGINAL SONGS APPEAR BELOW IT

Courtesy, Long Beach, California, Public Schools

Arithmetic in Grade Four

FLORIDA ELEMENTARY SCHOOLS

THE first responsibility of the teacher of arithmetic in the fourth grade is to see that each pupil in the class has thoroughly mastered the work of the preceding grades. Responsibility for the pupil's weaknesses may not be the fourth-grade teacher's, but she must accept the pupils as they are and must teach them fundamentals which they may have failed to learn.

The principal work of the fourth grade is to develop automatic mastery of the facts of addition, subtraction, multiplication (through 9 x 9) and division; to master the processes of addition, subtraction, multiplication within certain limits, and to gain a working knowledge of long division.

Addition plays an important part in everyday life and should be given special emphasis. If counting is to be prevented and a high degree of accuracy developed, time must be spent on the addition process. It is very important that correct habits be well established early in the grades. Good habits of work cannot be developed unless the pupils understand and master each step in the four fundamental processes. When an ability has been acquired, it should be frequently used and permanently retained. Carefully directed drill is essential in order to attain satisfactory standards and should be continued throughout the year if necessary. The amount of drill should be suited to the difficulty at hand.

In his everyday experiences, the fourth-grade child will need to analyze and solve real one- and two-step problems involving each of the four fundamental processes. One of the keenest pleasures a pupil experiences in the study of arithmetic comes from the ability to overcome the difficulties involved in the solutions of these daily problems. A feeling of security through mastery of situations is essential to success at any age level.

Habits of accuracy and responsibility may be developed through the child's careful checking of results of his work in arithmetic.

Activities Involving Arithmetic

Activity. Game, "Can You Tell?"

Materials and subject-matter. Tables of linear measure; liquid and dry measures; time; distance; weight; use of units of measure in measuring every experience.

Procedure. The game consists of a question, asked by the teacher or the child, as: Can you tell what unit of measure is used in finding the length of a book or pencil; the length of wire netting; the length of cloth for a dress; in determining how old you are; how long you study; how long you sleep at night; how much steak your mother buys; how far it is from Jacksonville to Tampa; how fast the automobile is traveling; how tall you are? These questions are given as suggestive of what may be asked in regard to units of measure. The teacher should record the difficulties involved in answering the questions, and use them for instructional drill material.

NOTE: *The Elementary Course of Study for Florida Schools, from which this article is prepared, is the result of a curriculum-revision program extending over a period of more than three years.*

The actual work of production has been done by committees of Florida teachers and supervisors under the direction of Dr. M. R. Hinson of the State Department of Public Instruction. Co-operating with the various committees in this distinguished piece of work were the General Education Board, the Florida Education Association and the curriculum laboratory of Peabody College for Teachers.

In daily activities, the fourth-grade child will find a need for knowing the number of inches in a foot, feet in a yard, minutes in an hour, hours in a day, days in a week, weeks in a month, months in a year; ounces in a pound; pints in a quart; quarts in a gallon; quarts in a peck, bushel. These should be taught as the need arises.

Objectives. To develop further the ability to use measures of distance, capacity, time and weight as needed in solving problems within the child's experience.

Activity. Noting progress in the broad-jump.

Materials and subject-matter. Tapelines or yardstick, markers for jumping base; linear measures, yard, feet, inches used in determining distance; addition and subtraction processes used in determining progress; gain or loss over highest previous record; division process used in dividing group into teams, and in finding average score.

Procedure. In order to facilitate the game and insure participation by all members of the group, teams, five or six in number, should be formed. Let each group see how far its members can jump. Leaders should keep score. Nearly every child can jump short distances over 3 feet. Here the class will need to know about measuring and changing feet to inches or yards to feet and inches. Devote the time during the remainder of the day to the difficulties which the children met. Let them help to interpret the table of linear measure. Within the classroom, the time devoted to arithmetic may be well spent in measuring for height, desks, tables, chairs and sand-table. Averages of each child's trials for the day may be kept. At the end of the week, the weekly averages may be computed by individuals.

Examples of problems which may result from this definite checking of playground:

Mary can jump 1 yard, 4 inches. How many inches can she jump?

Robert can jump 3 feet, 8 inches. How many inches can he jump?

Many Florida schools observe Play Day, or Field Meet days during the spring. Preliminary try-outs necessitate much use of linear measures. Play Day events usually include: broad-jump, running broad-jump, races, baseball throw, relay races and high jump. The races may involve the measurement of time, also.

Objectives. To develop the ability to use measures of distance, capacity and weight, as needed in solving problems within the child's experience.

Activity. Apportioning lunch for a school picnic.

Materials and subject-matter. Materials used in this activity are: 8 dozen sandwiches; 2 large cakes; 2 gallons of lemonade, made by the children; 3 dozen oranges. These are to be equally distributed among the 32 people who will attend the picnic. (Adjust numbers to particular situations.)

Procedure. Use long division process in determining each child's share of sand-

wiches, cake, oranges, lemonade; multiply 8×12 and 3×12 in finding number of sandwiches and oranges; use liquid measure, gallon, quart, pint, half-pint, in determining number of glasses of lemonade per child; use short division process in finding the number of pieces to be cut from each cake ($32 \div 2 = 16$); and divide the whole cake into parts, into $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$.

Objectives. To develop ability to use liquid measure, long and short division in everyday situations.

Activity. Making grocery orders from newspaper advertisements.

Materials and subject-matter. Copies of local newspapers from which grocery lists may be found; recording materials and order blanks; pencil; paper; blackboard; reading and writing two-, three- and four-place numbers using symbols of United States money; addition of irregular columns, 6 addends or less, using two-, three- and four-place numbers, involving carrying; use of simple fractions, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$; comparing prices of groceries advertised, subtraction.

Procedure. Have the children make up orders for groceries and compute the cost of these orders. Let them adapt their orders to the needs of the school cafeteria or their own families. This activity will involve four very important phases of fourth-grade arithmetic; namely, reading and writing two-, three- and four-place numbers; addition of irregular columns, two-, three- and four-place numbers involving carrying; use of simple fractions; use of United States money in addition and subtraction processes. The children's previous store experiences should have shown them the need for parts of a whole and most of them will be enthusiastic about finding how to work with these fractions.

Objectives. To develop the ability to read and write symbols of United States money involving dollars and cents, involving cents only; to develop the ability to evaluate fractional parts and to find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $1/5$, $1/6$, $\frac{1}{8}$ of numbers, quotients without remainders; to develop further the ability to use arithmetical terms; as *price lists, sale, reduction, specials, fraction, one-half pound*; abbreviations, as, *lb.*, $\frac{1}{2}$ *lb.*, *oz.*, *doz.*, *pkg.*, *@*, *per.*

Activity. Playing baseball with multiplication facts.

Materials and subject-matter. Baseball diamond with chairs or chalk marks for bases; two teams of any number of players; multiplication facts for balls; products as strikes; keeping score; adding runs; counting strikes.

Procedure. The teacher may assume the role of pitcher in introducing the game. Player one of Team I is called to the bat. When the pitcher announces the multiplication fact, 5×9, the batter must answer readily, *45*. If he hesitates too long, any member of Team II may give the correct response *45*, and the player is out. When batter one has given the correct answer he moves to first base; player two comes to bat; the pitcher announces 4×4, batter answers *16*, and moves to first base as player one goes on to second base. The game continues until 3 *outs* are made by the team. If player four succeeds in getting to first, player one goes from third to home base, and a *run* is scored for his team.

Within a short period, a large number of children can participate in this game. It is a type of drill which proves interesting to children of all intermediate grades.

Developing and maintaining automatic mastery of the multiplication and division facts, and reviewing of addition and subtraction facts, should be given major emphasis in the fourth grade.

Objectives. To develop further the automatic mastery of addition facts through $9+9$, and corresponding subtraction facts; to further the automatic mastery of multiplication facts through 9×9 and corresponding division facts.

Activity. Building Roman numerals.

Materials and subject-matter. Letters of alphabet, I, V, X, L, C, D, M, called Roman numerals; adding and subtracting from these Roman numerals.

Procedure. This activity presupposes the understanding of the meanings: I = 1, V = 5, X = 10, L = 50, C = 100, D = 500, M = 1000. Show the children that *I* written before a Roman numeral reduces its value. When two letters are written together and the one of greater value comes first, the values of the letters are added. *VI* means $5 + 1 = 6$. *LX* means $50 + 10 = 60$. When two letters are written together and the one of lesser value comes first, the value of the lesser is subtracted from the value of the greater. *IV* means $5 - 1 = 4$. *IX* means $10 - 1 = 9$. *I* is placed before *V* and *X* only. *C* is placed before *D* and *M* only. *V*, *L* and *D* are never placed before a letter to indicate subtraction. The child's contacts with Roman numerals in everyday experiences will consist of reading chapter headings, volume numbers in a set of books, or telling time by clocks having Roman numerals.

Children like to build Roman numerals. The extent to which they build should be determined by the amount of interest manifested.

Objectives. To develop the ability to understand the development of Roman numerals.

Activity. Making problems about vacation experiences.

Materials and subject-matter. Experiences related by children; number facts and processes in solving problems about their experiences and the experiences of others.

Procedure. The varied experiences which children have enjoyed during the vacation will prove the basis for many interesting problems. A number of type problems arising from child experiences are listed.

1. Type problem based on vacation.
   Henry made his vacation money by selling newspapers. In April, he saved $3.75; in May, $3.00; in June, $2.25. How much did he save? He went to his grandfather's farm to spend his vacation. His bus fare cost him $3.95 (round trip). He paid $1.00 for his meals, and 10¢ for extras. How much money did he have left to use during the summer?
2. Type problem based on travel.
   In August, Mary and her family made a vacation trip north in their new automobile. When they started on their trip, the speedometer registered 509 miles. When they reached home in September it registered 3,014 miles. How far did they travel? They spent $26.46 for gas, and $5.25 for repairs. How much more did they spend for gas than for repairs?
   Jack's father went to Atlanta on a business trip. What items will we need to know the cost of in determining the cost of his trip?
3. Types of mental problems.
   How much will 3 doz. oranges cost at 20¢ per dozen?
   If you buy a bathing suit for 85¢ and give the merchant a dollar bill, how much change will you receive?
   How much will it cost to buy notebooks at 5¢ each for a class of 40 pupils?
   Ann bought 4 handkerchiefs at 10¢ each and gave the clerk 50¢. How much change did she receive?
4. Type problems with multiple answers, estimating as well as determining answer.
   If bus fare to the beach is 25¢, what will be the cost of 10 trips?
   Answer: $250, $2.50, or $25.00
   If one geography book costs 89¢, how much will it cost to supply our class of 30 pupils with books?
   Answer: $2.67, $267.00, or $26.70
   Mr. Jackson is 36 years old. James is 9 years old. James is $\frac{1}{3}$, $\frac{1}{4}$, $1/5$ as old as his father.
5. Type problems without numbers.
   Have the children put the signs, −, +, × or ÷, to denote process needed.
   Fred has ..... white rabbits and his brother Bill has ..... white rabbits. How many white rabbits have they together?

(Continued on page 53)

Living Art

From Holland

MARCH winds turn the mills of Holland. The season for skating has gone with the winter and the canals, long bound in ice, are beginning to be busy with the country's industry. Boxes of brightly colored cheeses and other dairy products find their way by water and rail to the markets of The Hague, Haarlem and Amsterdam. Along the banks of the Scheldt, Meuse and Rhine and lying between the artificial waterways the richly fertile soil of The Netherlands is made ready for the cultivation of succulent farm products and the tulips, narcissi, hyacinths, lilies and iris for which the country is far famed. Spring winds race white clouds over low-lying fields where black and white and red and white cattle are going out from barn to pasture. With this first month of the year's awakening, when The Netherlands is a favorite subject in American schoolrooms, a study of Holland's inestimable contribution to the art of the world will correlate with the school program.

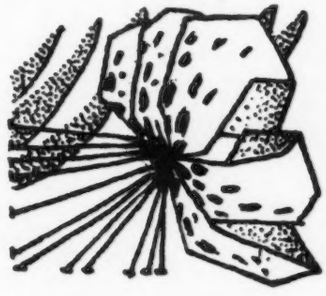
THE Dutch are a home people. Paintings by Dutch masters through the ages have been concerned with the sunny, homelike, neat interiors of Dutch houses and courtyards, barnyards and the activities of the farm-fields and canals. Peasant types, the fisher folk of the Zuiderzee, the men about town who gather for a draft of ale or a game at the village tavern, farm women and children in their daily round in kitchen and sunny sitting-rooms, fine ladies of the gentry, are the most frequent subjects of the genre painters of Holland. In its long history of artistic achievement Holland reached its peak in the seventeenth century when Rembrandt, Frans Hals, Vermeer, Pieter de Hooch, Ter Borch, Jan Steen, Jacob van Ruisdael and Aelbert Cuyp painted pictures which are today among the most valuable in the museums of the world. Rembrandt, with consummate skill as painter and etcher, whose pencil sketched with such freedom, ease and accuracy, had a wide range of interest in his portrait subjects. It is hard to say whether he was the more successful in the delineation of the fine folk of his period or in the study of the dignity of age and poverty in peasant characters. Character, no matter in what raiment, is the keynote of all Rembrandt portraits. Painted in oil, in rich deep browns and russet-reds, his backgrounds are subordinated, adding thereby depth to the face or figure upon which, almost invariably, a strong light plays.

Frans Hals' choice of subjects runs more to a pattern. He loved the lustiness of life and portrayed peasant characters primarily, in gala mood. His portraits are bold and vivacious, lacking the subtlety of Rembrandt, but with an infectious gaiety and marked power.

Vermeer, Pieter de Hooch, Ter Borch, Jan Steen painted interiors of what we think of as typical Dutch homes. We see on their canvases, flooded with light and bright with color in costume and furnishings, spotless kitchens with Dutch ovens, tiled floors, walls and trim, parlors where highlights dance on polished wood and porcelain. We see ladies of Holland pursuing the polite arts of music, sewing, letter-writing and reading. The painting of this group of Dutch masters has in common delicacy of treatment and care of detail. In studying their pictures we may learn much of the costuming, interior decoration and customs of seventeenth century Holland.

Jacob van Ruisdael and Aelbert Cuyp were masters of landscape painting. The most familiar of Ruisdael's pictures is "The Mill" and from it we may see his skill in bringing to life trees, bushes, reeds, water, sky and wind on canvas. We feel the power of the oncoming storm in the waving reeds at the water's edge, the dark shadow cast by the heavy, scudding clouds, the eerie light on the mill, housetops and figures. Aelbert Cuyp painted landscape as a background for his pastoral subjects; the activities of the dairy and farm, and the important industry of a country with so much seacoast, fishing.

WITH so many illustrious artists in the seventeenth century it is interesting that The Netherlands fell into a period of non-production during the eighteenth century. With the work of Josef Israels the brothers Maris, Mauve, Vakenburg,



Neuhuys and Artz, Bloomers and Vincent van Gogh, The Netherlands again enjoyed the prestige of achievement in art. The same may be said for these artists of a later period, that the home and the home-lands were their chief interests, with the exception of van Gogh whose driving spirit kept him constantly on the move in Belgium and France, where he worked with a feverish intensity. His interest in the soil, however, knew no geographical boundaries. In his paintings, done at Arles near the Mediterranean shore, his canvases reflect an almost blinding sunlight, burnishing the brown earth and tawny fields of grain to shining gold. Van Gogh's painting of the lowly people of the Belgian mines, the farm-folk and tradesmen of Holland and France records the intensity of his social feelings about the less fortunate of his contemporaries.

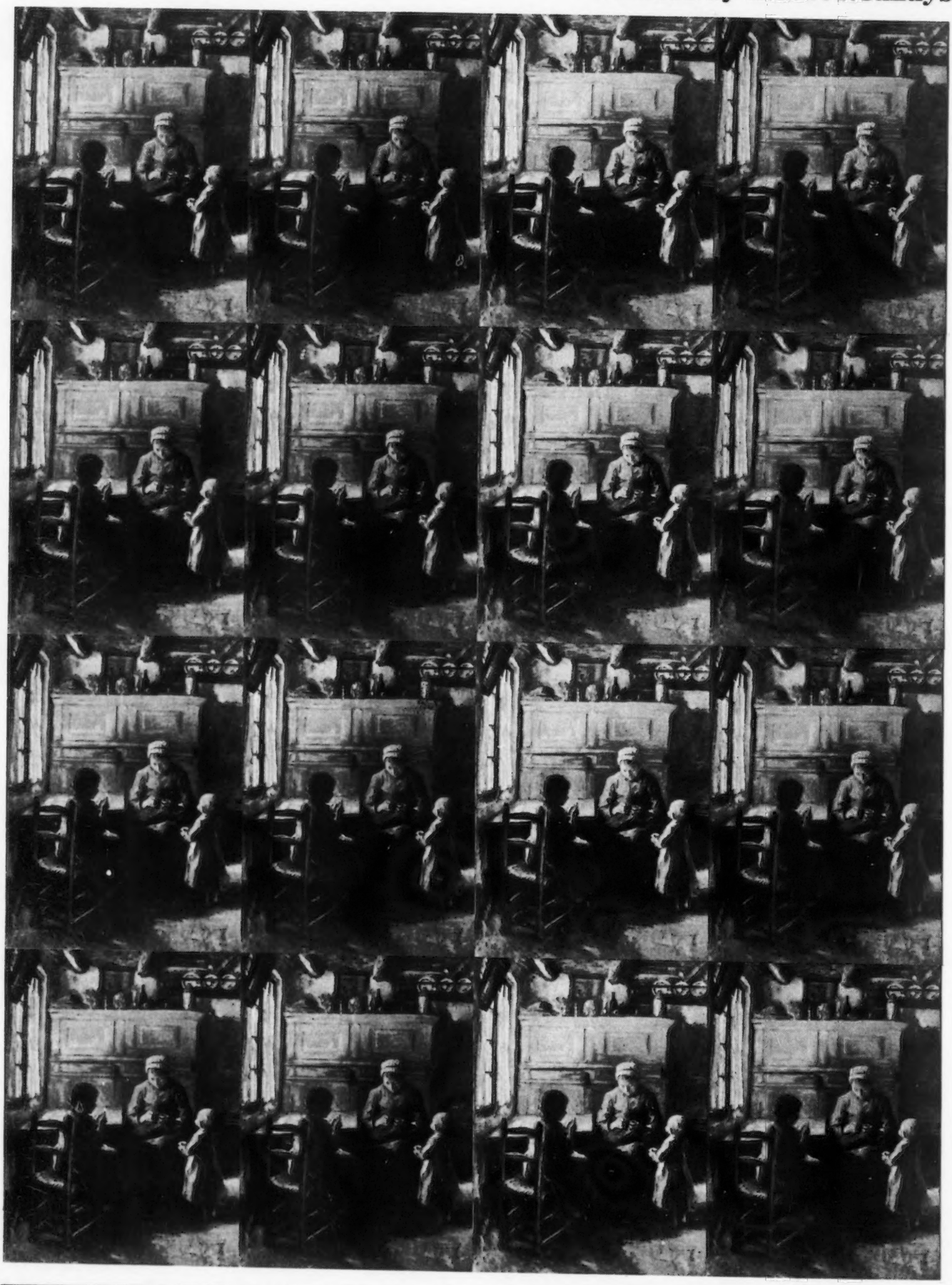
While The Netherlands is not outstanding in its contribution to contemporary painting the government has lent support and co-operation to the establishing of art centers in the important cities of the country. Effort is being put forth for the restoration and preservation of Dutch art treasures in painting, sculpture and architecture. The museums at The Hague, Leyden, Haarlem, Delft, Utrecht, Bordrecht and Rotterdam have for centuries attracted art-lovers by their fine collections.

ALBERT NEUHUYS, who painted "The Seamstress," is one of the outstanding painters of the nineteenth century revival of Dutch art. His story is a familiar one in the history of painting. Because his elder brother, John, showed some signs of artistic ability, he was sent to art school in Antwerp and Albert, the youngest of eleven, had to stay at home. John was no genius and Father Neuhuys concluded that art training for his boys was a waste of time and money. The younger brother, to satisfy his persistent artistic yearning, found a job in a lithographer's office. He felt that while the mechanical processes of lithography were not in his line he would at least be exposed to drawing. However, his joy was unbounded when the lithographing business came to an untimely end. Because Albert was out of a job his father decided that studying art was preferable to idleness, and sent the boy to art school. Like many another, Albert Neuhuys'

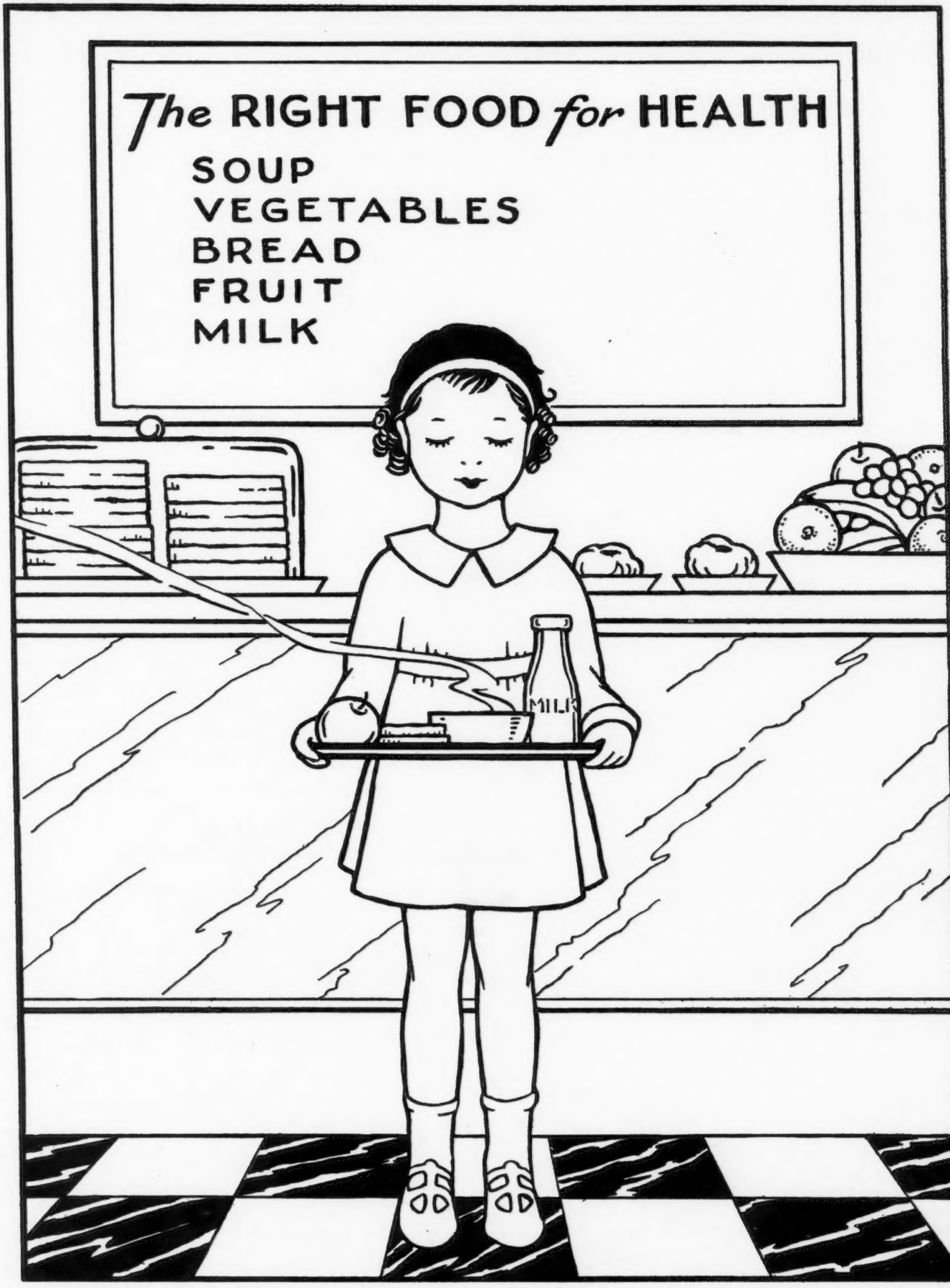
(Continued on page 54)

"THE SEAMSTRESS"

Painted by Albert Neuhuys



By Ruth Bishop Robertson



Art In Childhood

Motifs for March

By RUTH M. HALLOCK

EASTER, which we think of as belonging usually to the month of April, comes in March this year, filling our art program with early flowers, Easter rabbits rivaling March hares, gay bonnets and a real feeling of festivity. March is a month whose windy weather is rich in motivation for classroom artists and engineers alive to the possibilities of kite and airplane construction. We offer our pages as suggestive for the spring decoration of schoolrooms where winter posters have had their day even if playgrounds are still swept by reminiscent, chilly winds. These winds, tempered by the sun, will soon carry March-made kites and aircraft. And spring sunshine will fall on bright paper flowers in their own sturdy window-boxes, harbingers of hepaticas, bloodroot and violets to come.

THE poster of the little girl in her Easter bonnet may be worked up in cut paper, paint or crayon. The design may be enlarged for a blackboard poster or used in the dimensions given for the cover of March assembly programs, or a booklet of spring interests, or a study of period children's costumes. The coloring of the poster may, of course, be left to the child's originality, but we would suggest the following combinations as harmonious and effective: Use either white or pale gray for the background, the coat and skirt a dark green with cuffs of buff. The bonnet would look well in a matching green with rose ribbons and lining and with a feather of a slightly darker shade of rose. Use a salmon pink for the hat box with the top of the box lighter in tone than the sides. The medallions may be painted in tones of yellow with the small details in bright naturalistic colors. Use pale flesh tints for the child's face and hands, and let her have golden curls.

KITES are simple to make and fun to fly. For the one suggested here you will need two thin but strong sticks of wood. A good proportion is 26″ long and 22″ wide. Fruit crates, especially those containing oranges which can be obtained for the asking from the corner grocery, provide excellent material for making kite frames. The slats of these crates are 26″ long and can be whittled to a narrower width with a good pocket knife. The two pieces for the frame should be carefully tied and glued at their intersection. Make notches for the string at the ends of each stick. The next step is the application of the kite paper which may be strong crêpe or tissue. Lay the kite frame on the paper and cut out according to the design, allowing about an inch margin which is folded back and pasted for strengthening the kite. Attach the strings as indicated in the design, through the notches on the ends of each cross-bar. The strings should be on the paper side, rather than the frame side of the kite. This kite is of very simple construction but will, if carefully made of strong paper, stand up in a stiff breeze.

The airplane design will please the air-minded majority of the class, and will really make a sustained flight and an almost perfect landing. The design lends itself to various types of decoration if cut from white drawing paper. The body may be painted in silver to simulate metal or bright solid colors with striped trim. The plane is made from three pieces of paper, the body, wings and rudder. Cut these out from the design given. Cut the slits, indicated on the body, very carefully. Crease the paper on the dotted lines and run the wings through the slits. A very small brad will hold the wings firmly in place. Crease the rudder as indicated and paste on the tail of the ship as shown in drawing. The craft will glide more satisfactorily if there is a little weight at the nose. An ordinary paper clip, smallest size, works very nicely. This ship might be the basis for developing an air field with hangar and weather signals.

OUR page of Easter flower designs may be put to various uses. We suggest the making of window boxes for each of the classroom windows. They might also be used for the decoration of programs or invitations or for place cards with a tiny stiff paper prop glued to their backs and the name written or printed across the pot. By cutting out the design of the box on the dark lines, and bending on the dotted, you will have a fine container for Easter blooms. The hyacinths should be colored or painted either pink, white or pale lavender or cut from paper of the same hues; the daffodils, yellow, and the tulips bright pink, yellow, lavender, red, or a combination of these colors. The leaves are a soft, spring green, the flower pots, rust color and the window box

(Continued on page 54)

Hektograph Work Sheets Suggestions

Pages 25, 26, 35, 36 are printed in hektograph ink for reproduction on any gelatine duplicator.

We would impress upon our readers not to remove the work-sheet pages for hektographing. Fold the magazine backward with the covers together, and the hektograph design page flat open. Cover upper page with white paper to prevent smudging. Place the design print on your hektograph gelatine and apply the pressure through the folded magazine pages. This will give you a perfect impression on the gelatine, and your magazine will be intact. Allow the sheet which has just been transferred to dry thoroughly before transferring the design on the back of the same sheet. This will prevent offsetting on your other magazine pages.

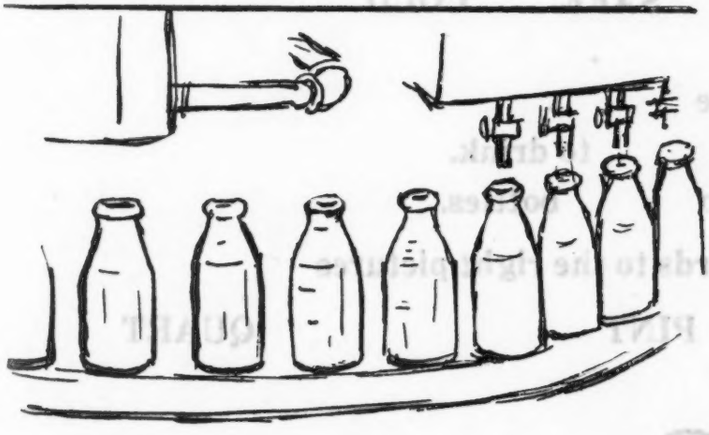
The number and subject-matter variety of our hektograph work sheets make them of great value for the busy primary-grade teacher.

They correlate with beginning reading and with number work. They offer suggestions for chart and blackboard teaching. If copies are made on paper suitable for taking crayons or water colors, there is possible a truly interesting integration of art teaching with reading, arithmetic and the social studies. And the timely interests of each month's hektograph pages, as we tie them up with seasonal subjects, suggest that they be used as booklets, bound in decorative covers.

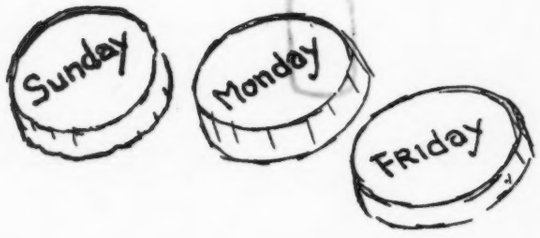
A VISIT TO A DAIRY

Here is the meadow dairy.
We know what a meadow is.
It is where the cows eat grass.
We get milk from meadow dairy at school.

The milk is put into this tank.
It is made very hot.
Then it is made cold.
This makes the milk safe to drink.

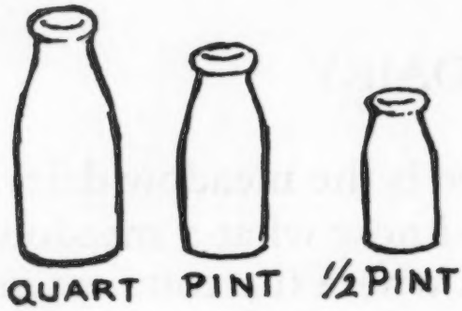


See the bottles coming to be filled.
They are bright and clean.
See the milk go into this bottle.
Now it moves away.

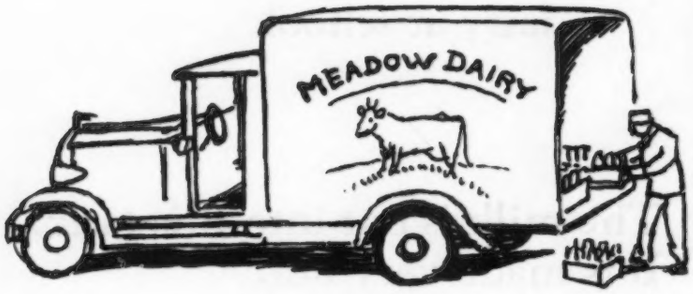


These are the caps for the bottles.
They tell the day the milk is bottled.
Today is Monday.
Find Monday's cap.

SOCIAL-STUDIES READING LESSON (HEKTOGRAPH) **By Alice Hanthorn**



This big bottle is a quart.
The next one is a pint bottle.
The little one is a half pint.
We get half pint bottles at school.



Here is the milk truck.
See the bottles and bottles of milk.
They will be left at the homes.
One will be at my door in the morning.

WORK SHEET

Directions: **Put the right word in each blank**

HOT CLEAN SAFE COLD

1. **Milk is made .**
2. **Then it is made .**
3. **This makes it to drink.**
4. **Milk is put into bottles.**

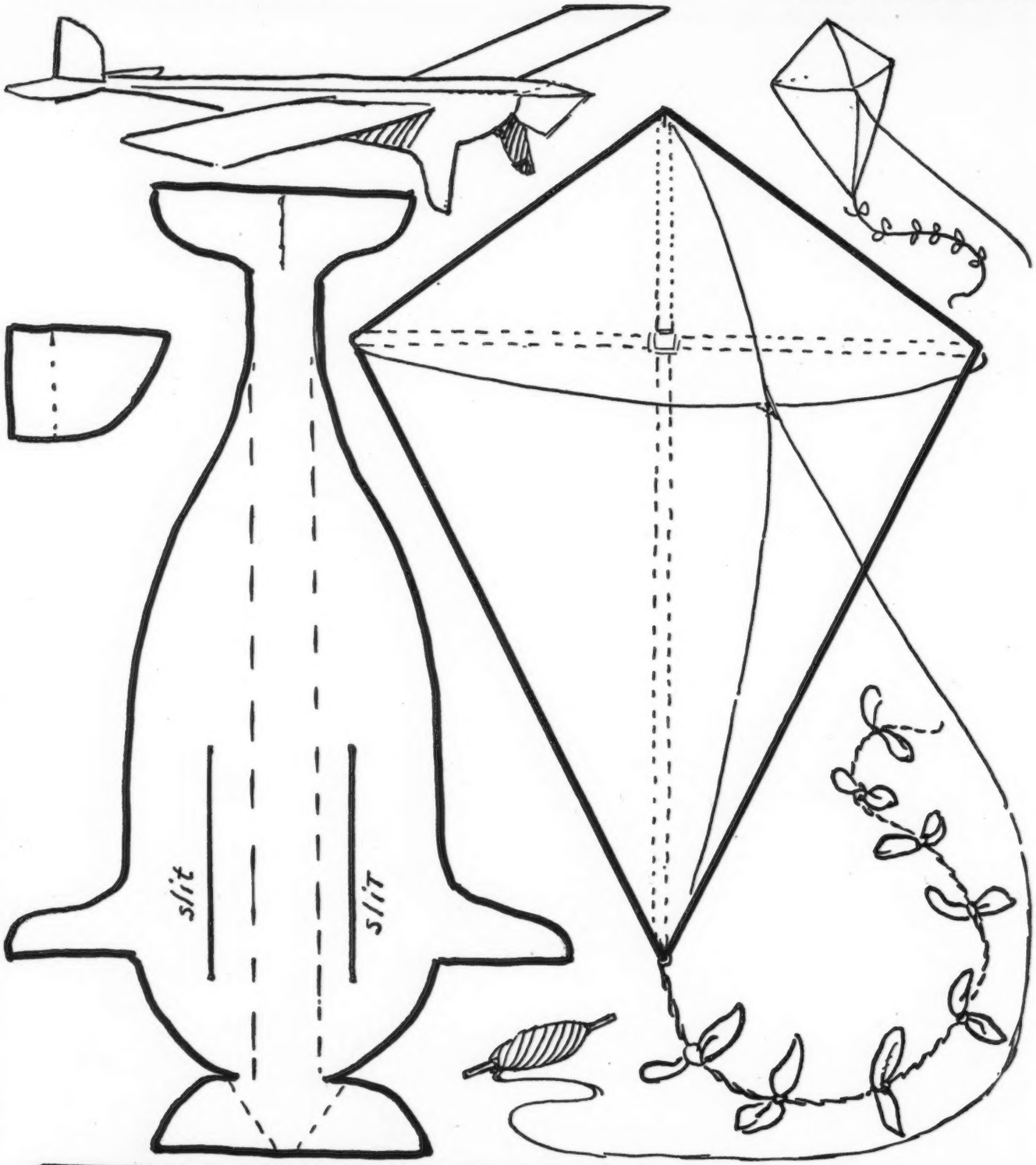
Draw a line from the words to the right pictures

PINT **HALF PINT** **QUART**

THE EASTER BONNET

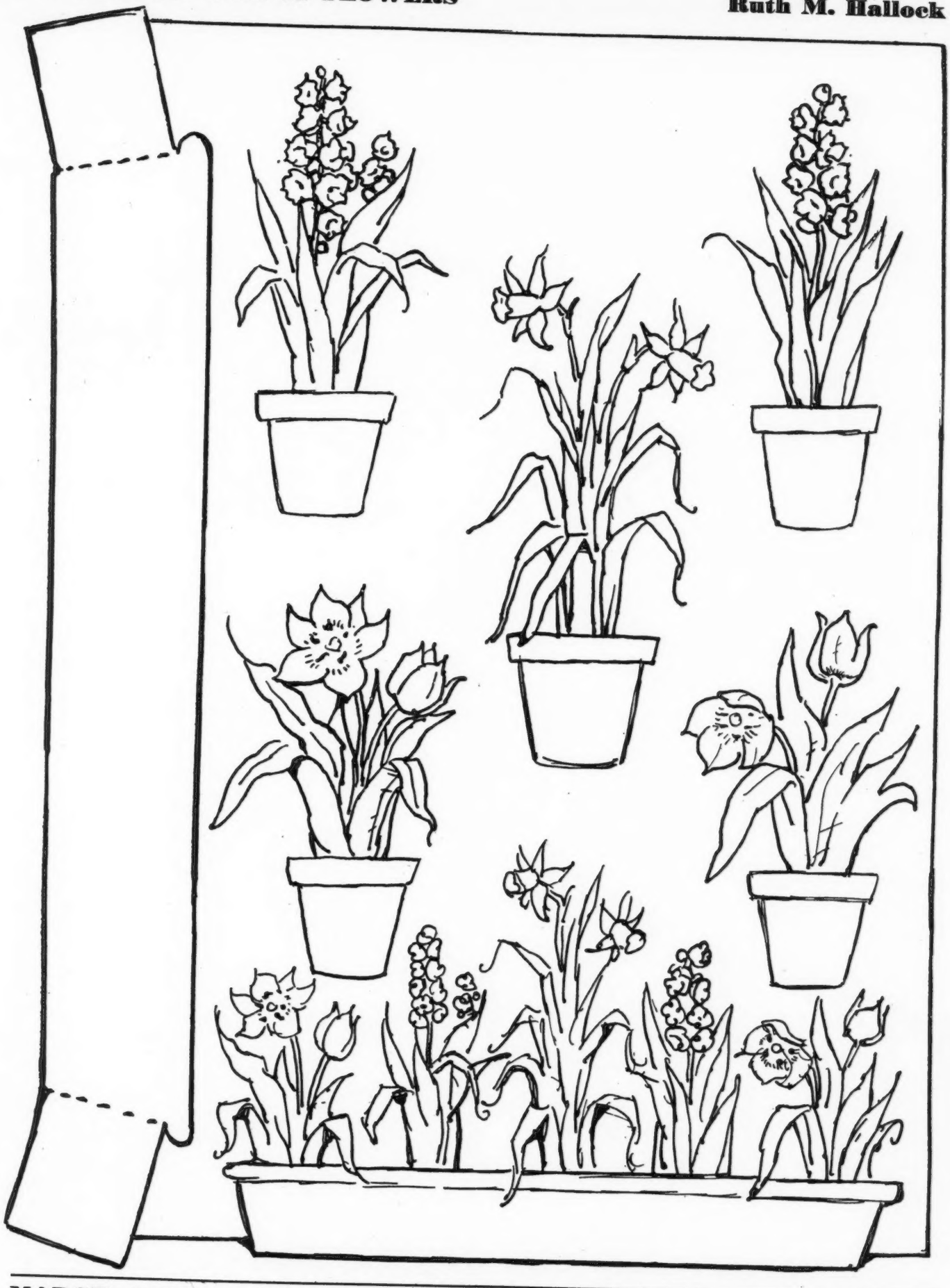
Ruth M. Hallock

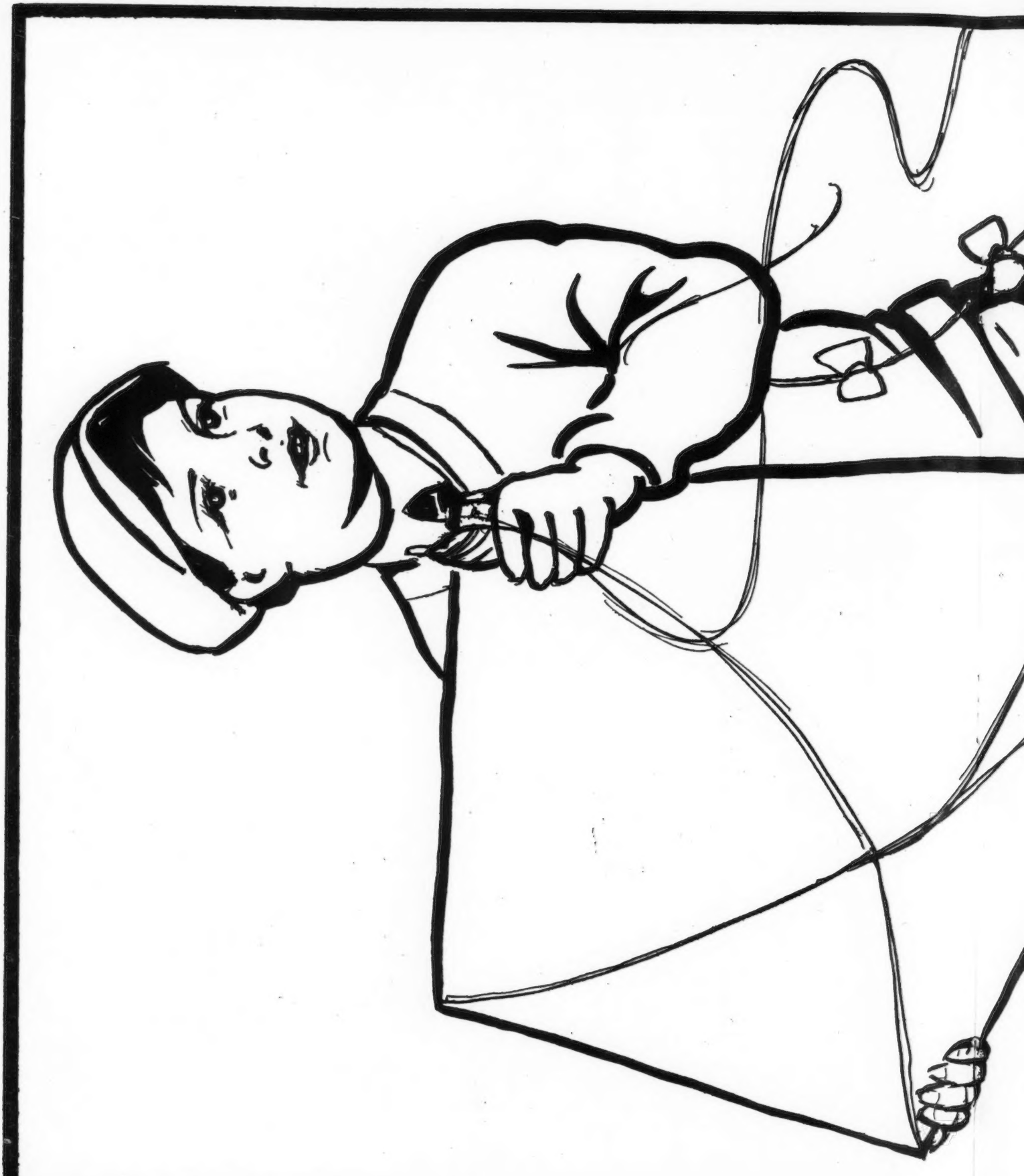
Ruth M. Hallock

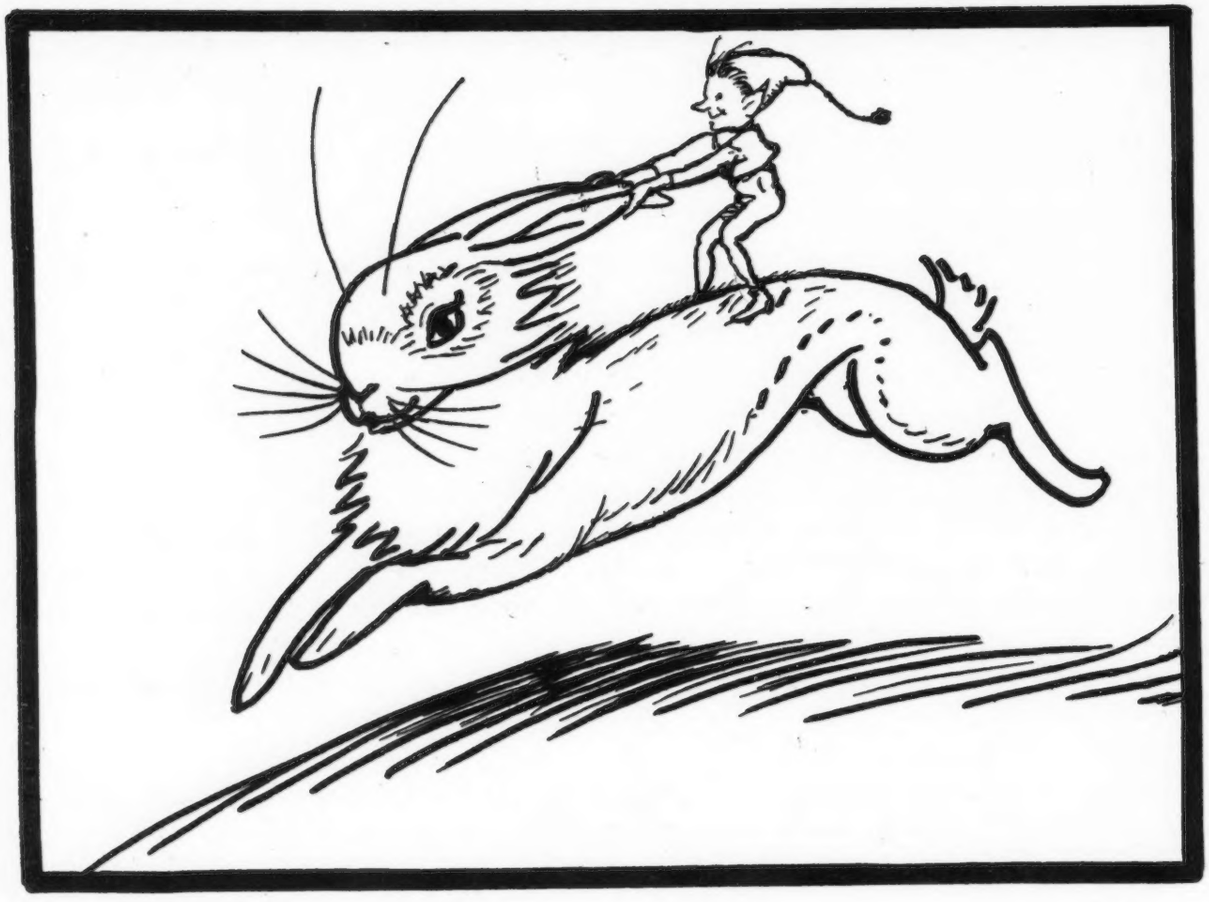


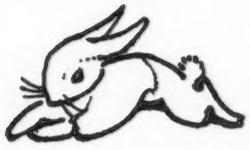
A WINDOW BOX OF FLOWERS

Ruth M. Hallock









1937

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Tom and John have finished breakfast and are coming out of doors to play.

Tom: "Is that your garage over there?"

John: "No. That is our barn."

Tom: "What is in the barn?"

John: "That is where we keep our cows and horses and pigs. Let's go and see our little red and white calf. He is eating his breakfast now."

Tom: "What does he eat for breakfast?"

John: "He drinks milk from the mother cow."

Tom: "Then where do you get your milk?"

John: "We get our milk from the other cows. Father milks them in the morning and again at night. Where do you keep your cow in the city?"

Tom: "We don't have a cow. The milkman gets up very early in the morning and brings our milk to us in bottles. He drives a truck around, from house to house, that is just full of milk all put up in bottles. What do you give your cow to eat?"

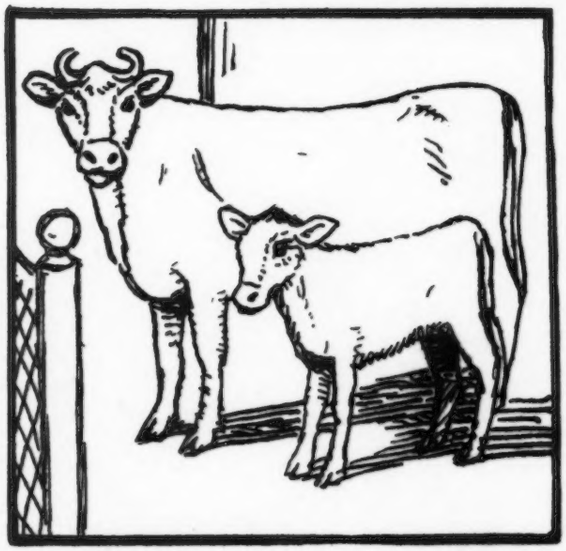
John: "She eats hay in the winter and eats grass out in the pasture in the summer."

Tom: "What is a pasture?"

John: "It is something like a big field all covered with grass. It has a fence around it so the cows cannot go away. Come out in back of the barn and I will show you a pasture."

The boys go out to the pasture.

Name three things that live in the barn
How many times does Tom's mother get milk each day?
How many times does John's mother get milk each day?
Draw a pasture. Put the mother cow and her calf out in the pasture.
What colors will you need for your picture?



Tom and John are just coming back from the pasture.

Tom: "Who is that man out there? What is he doing with the box on that post?"

John: "That is our mailman. He comes around to our house with his mail truck once each day with our mail. The box on the post is our mail box. There is a little tin flag on the side of the box. If we have any mail the mailman puts it in the box and tips the little flag up so that we can see it. If we have any letters for the mailman to take to the post office, we put them in the box before he comes and tip the little flag up so that he can see it. If there is no mail in the box, we tip the flag down. How do you get your mail in the city?"

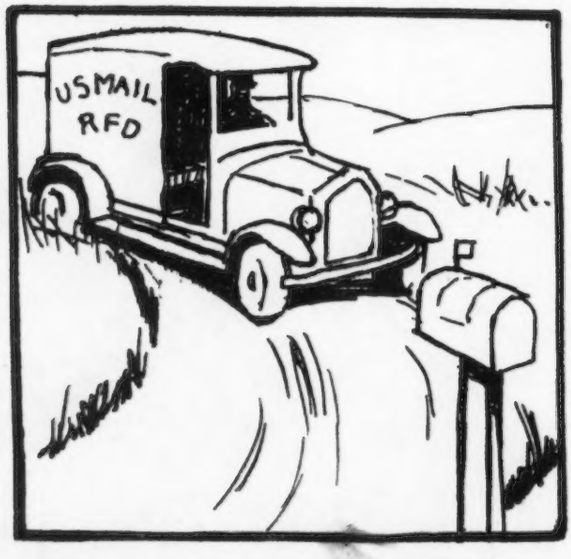
Tom: "We have a mailman, too. He wears a blue uniform and carries a mailbag around from house to house to leave our mail. But if we want to mail a letter, we have to go down to the street corner. There we find a big mailbox on a post. There is a little slit in the box so we can push our letters through to the inside where they are safe until the mailman comes to get them. He comes about four times each day to get the mail and carry it to the post office."

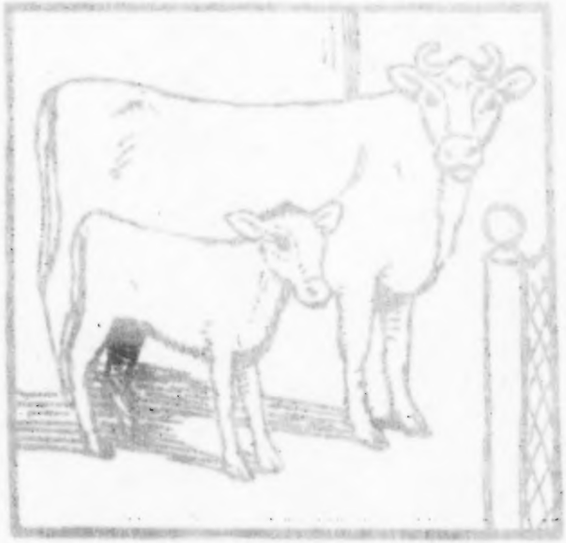
The boys found a newspaper and a letter for John's father in the mailbox.

Draw a picture showing how the mailbox in the country looks when there is some mail inside it.

Draw a picture showing how the mailbox in the country looks when there is no mail inside it.

Draw a picture showing where the mailbox is in the city.





The Editor's Page

EASTER comes early this year!" So the calendar speaks to us, and in the announcement, paints a picture of opening buds, city flower carts, country wild flowers, and classrooms where bright colors replace last term's decorations and new hats make a design of happiness on the walls of dingy cloakrooms. Easter is what is known as a movable feast; our other great days of the year are either established by law or dated by proclamation. We ask ourselves why this is so, and also why a kind of surging joy arises in our hearts at the realization that we shall not have to wait as long as usual for Easter Day.

Eastertide, as we celebrate it in a modern world, has a background of symbolism. The gay Easter eggs, lavishly filled, florists' shops, the custom of putting aside old garments, and churches crowded with people, who possibly have not crossed those thresholds in a year and may not again for another year, are survivals of old customs. The "winter of our discontent" is over and gone. We celebrate the festival of renewal almost instinctively. So, too, did primitive people keep the feast, feeling the new life that came to them with the climbing sun.

But this is a different world than the old one. War, want, a substituting of materialistic for spiritual values, and socialized for traditional ideals dominate a large portion of the world today. What is the significance of this Easter?

I put this question to a man whose opinion I value highly, a scientist who has given his years to research in health, but whose viewpoint on a religious anniversary would be detached and completely that of pure science.

"Easter?" he thought a moment. "I remember Easter Day in a field dressing station in France, and several that I spent in my laboratory working on the problem of diphtheria control. But, of course, the day has a meaning. Why don't you say this to your magazine friends? We have reason to feel when Easter comes that *the worst is over.*"

That, it seems to me, might be our new thought for this Eastertide. We, of this earth, are carried from the beginning to the end on flowing rhythms that are never static. Night and day, winter and summer, defeat and success, illness and health, sorrow and happiness, tides move in and out. The seeming decay of nature is a preparation for the blossoming of the spring. Our years of depression moved slowly toward better times in which they seem now to have merged. We are told that even intense pain is not static but, according to the needs of the victim, mercifully ends in unconsciousness. So, it would seem, that whatever we find at the moment hopeless, unbearable, sorrowful, is moving in a rhythm of change and surcease. The worst will always be over. Science, in that assurance, joins the spiritual hope of us all in keeping Easter as an inflowing of a vast tide of joy and peace.

That is an Easter thought for our children as well. We may have needed to emphasize their worst; low marks, behavior problems, poor attendance, all the classroom irritations that are like winter storms in fixing the barometer of last term's long days. But if we may forget all that, help boys and girls to feel that they, through new effort, may decorate their school life for Easter, as they color, cut and construct their Easter decorations, we shall make this Easter a better one for them than any they have celebrated before.

IN MANY sections of our country the soft rains and mild days of April will bring the wild flowers of woods and fields to blossom; fruit trees will spread their fairy-like canopy of pale pink and white and the deeper accent of cherry blossoms; in city parks and country gardens tulips, crocus and hyacinths will paint bright patterns of color against the fresh greenness of their foliage. Schoolrooms, where windows are cautiously opened to welcome the new scents of spring borne on a softened breeze, will be planning field trips to the neighboring woods and traveling farther afield, in imagination, to the land of cherry blossoms and pagodas. Japanese scenes will replace the windmills of Holland on the sand table. AMERICAN CHILDHOOD, for April, will have valuable suggestions for crafts and activities to transform the familiar schoolroom.

OUR issue will open with a Japanese project carried out under the direction of Arienne Thrasher in the third grade of the Luckie Street School, Atlanta, Georgia. The project was motivated by the children's interest in the annual Japanese March festival of dolls. Through the many branches of craft work, the making of a picture map, the dressing of Japanese dolls, construction of rickshaws, pagodas and Buddhas, and the study of the Japanese language and customs, the children gained an extensive knowledge of Japan, its people and ways. The project, well-organized in goals and correlation with the tool subjects, represents the value of thoughtful teaching through an activity project.

"Field Trips and Excursions," from the Raleigh Public Schools, outlines the benefits to be derived from such activities for the primary level if the excursions are well-planned in advance and have a definite purpose or objective. Various types of excursions are described which have proved of outstanding benefit to the Raleigh school children. The article has a wide application and usefulness in the increasing enthusiasm for this type of school activity.

Ethel H. Mitchell, also a teacher in the progressive Atlanta schools, will describe the construction by her first-graders of a class radio station. The material accomplishment of these youngsters in their ingenious reproduction of intricate equipment is amazing and the values derived from their co-operative work will give them an enduring basis for socialized living.

It is our belief that the analysis undertaken by the teachers of the Kenmore, New York, Public Schools of the values inherent in, and the source material pertinent to the most popular units of activity in the lower grades, is important in the sifting of the new education's contribution to pedagogy. For April we will publish a study of community projects from the research of Clara Blass and Wilma Clark.

(Continued on page 56)

Tested Schoolroom Helps

Our Weather Chart

OUR "Good Morning" song, which mentions the weather, brought about our idea of a weather chart. A large calendar was made with a blank square beside each date.

The weather was discussed in the group and a different child was chosen to fix the calendar each day. A small parasol placed by the date on the calendar indicated a rainy day while small yellows suns marked sunny days. An unusually windy day was indicated by placing a small colored kite beside the date.

March is an excellent month for using the weather chart because of the variety of weather.

This chart proved valuable in number recognition and counting as well as stimulating an interest in nature study. Although this idea was used in kindergarten it would be valuable in the first or second grades as well.

HERAL G. HEDGCOCK, Fairbury, Neb.

Easter Flowers

A DECORATIVE idea for Eastertime or any time may be developed in flowers made of a strip of white drawing paper 2" x 5½". Cut shallow scallops on both ends and one edge and fold both ends over to make a cone. To fold, take the scalloped edge between the two first fingers and thumbs and lap the two ends over until a pointed cone is formed. Punch three holes in the back, beginning the first about ¾" from the point, the second ½" above the first, and the third about ⅜" above the second one. Pass a pipe cleaner into the lower hole, out through the second hole and into the third hole, drawing about an inch into the center of the flower, and bending down like a shepherd's crook. Paint the crook orange and the stem green. Leave the flowers white or paint them outside and inside if desired.

Cut tulip-shaped leaves of green crêpe paper 6½" long and 1½" at the widest part, pointed on one end and narrowed to a stem ⅝" wide and 1" long on the other end. Wrap the stem of two of these leaves tightly about the lower end of the flower stem.

Paint a piece of quarter-inch plywood 6" x 12", dark green. Bore numerous gimlet holes and stand the flowers in them. Several of these will make a very gay garden plot for the window sills. For Easter decorations, use bunches of half dozens as a border around the blackboard, or in any other effective places in the schoolroom.

ALYSE ROE GILCHRIST, Seattle, Wash.

Our Town

THERE were twenty-six wide-awake little second-graders and ten third-grade children in my class last year. Our social-studies unit was the "Community" and "Interdependence." There was also a separate unit on "Science and Health." This past year we were asked to write a unit on language.

It was quite obvious that I must plan the entire curriculum about one central unit, keeping in mind the objectives of the different subjects.

NOTE: *Contributions for this Department are always welcome. The everyday classroom help which they represent has proved helpful and popular.*

We want to hear from you, our individual reader, telling how you solved a teaching problem, how you are expressing new ideas in developing the regular subjects of the course of study.

Manuscripts should be typed, under five hundred words; if seasonal, submitted three months in advance. Send your ideas, enclosing a self-addressed, stamped envelope to AMERICAN CHILDHOOD, *Editorial, Milton Bradley Company, 111 Eighth Ave., New York City.*

I chose "Our Town" as the most suitable and interesting unit, and should like to pass on one method of approach to language that proved most successful. It not only awakened enthusiastic response from the children, but aroused much interest from fathers and mothers.

Since the weather was bad all winter and spring it was impossible to make our usual excursions into the community after Christmas. A survey of the room showed that many occupations and factories were represented. The first half of the year had been spent in the study of foods, so that shelter and clothing were the things in which the children were most interested. Each child promised to give a report on the work done in the factory where mother or father was employed.

Some of the children had already visited these factories. If they had not, a trip was taken, if possible. If not, father or mother answered questions so a short report could be made.

Since, during the first semester trips had been made to the grocery store, dairy, post office and fire department, the children had already had some experience in giving reports. Questions were asked and we discussed some of the things we wanted to find out regarding products made, transportation, means of communicating orders for goods, etc. Shelter, clothing, transportation, communication, health were some of the topics we studied. Materials of many kinds were involved.

The more advanced children wrote the reports themselves. For others the report was written on the board as dictated. Some child who enjoyed writing copied it on 12" x 18" manila paper, which I divided, leaving half for the illustration. The other half I ruled for large writing. Even the slowest child made a report or drew a picture.

Some of the children made pasteboard models of factories or stores. One group made a model of the town square.

A group of third-grade boys visited the telephone office one evening after school, since the question of telephoning orders had been discussed. Another child whose uncle was employed in a telegraph office gave a report on telegraphy. Splendid co-operation resulted in the making of these reports and illustrations.

Four third-grade girls went with me, during the noon hour one day, to visit a garment factory. They brought back much interesting information and materials to be used in connection with class clothing exhibits.

We also made a class health map.

Food, clothing, shelter, transportation, communication, health and science were correlated in the year's study of "Our Town."

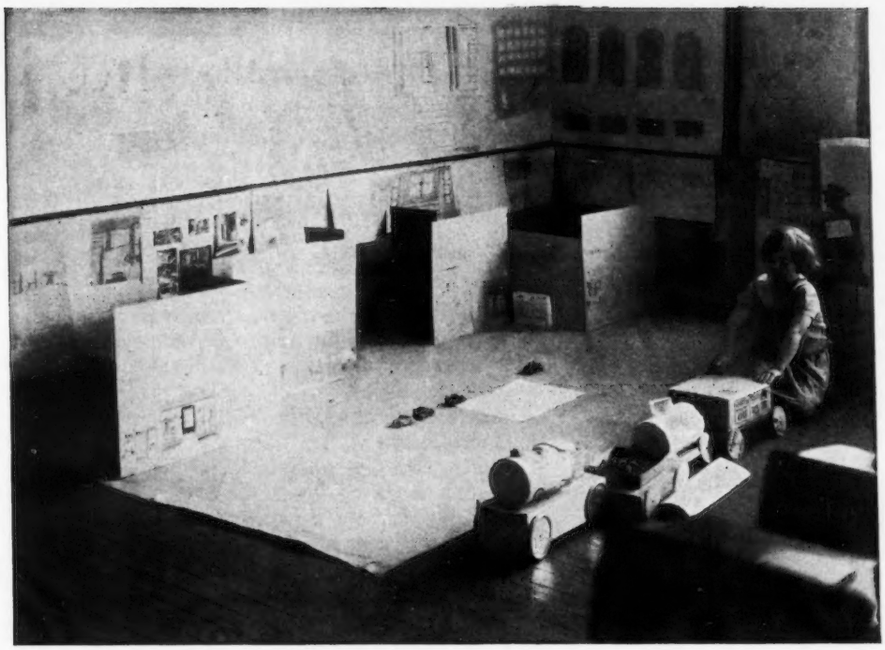
MARY M. WAGNER, Galion, Ohio

Our Botany Book

AS SPRING approaches, children are very much interested in growing things. I have encouraged my pupils to bring to school specimens of early spring flowers, small bits of moss, tiny ferns, early leaves and even some of the various kinds of weeds.

These are carefully pressed. Some varieties press beautifully if merely laid between the leaves of an old magazine; others require blotting paper, and again others need to have each petal separated by a tiny piece of absorbent cotton.

As our collection grows, the specimens are pasted on sheets of drawing paper of uniform size. Soon we have sufficient material to start making "Our Botany Book," which is made by the class as a



A GROUP OF SECOND- AND THIRD-GRADERS RE-CREATE MAIN STREET

whole, each pupil contributing at least one page.

Each pupil is required to write a composition about one or more of the plants represented in the book. The best compositions, when correctly and neatly copied, are pasted on blank leaves of the book, reserved for that purpose.

An artistic cover may be made by pasting a woodland scene, cut from some magazine, on some light colored poster paper.

JULIETTE FRAZIER, Cornelius, Ore.

Chalk Boxes Put to Work

NATURE study equipment in our elementary classes is generally limited. When the children bring live specimens to school we are often put to it to know just what to do with them. The children agreed that we must do something about getting containers for these creatures and thus prepare for emergencies.

After taking an inventory of discarded material we found a number of wooden chalk boxes. We used these. The boys cut out three of the sides, leaving only a small border to use as sort of a frame. In some we inserted fine mesh wire or screen. These were for the smaller creatures. In others we used larger mesh for larger specimens. We made these containers so that we could make use of the sliding lid at the top. The unopened side served as a shade when we wished to place the boxes in the sun.

The girls painted the boxes green and yellow to harmonize with our room decorations.

The pupils became more interested than ever. It was not long until we had enough specimens to fill all the boxes. We received everything from butterflies to spiders. Before long we were loaning our boxes to other rooms.

MAMIE E. PAUL, San Bernardino, Calif.

Studying Biology

WHENEVER any of my pupils find some unusual bug, beetle or fly, they bring it to school and it is given a place in "our insectary." There it remains until we have exhausted every available source of information about its origin, its habits, and the purpose of its existence.

Throughout the autumn, winter and early spring, the cocoons of some of the giant moths may be found on twigs of trees, bushes and fence posts. Some of these are also brought to school to be studied during our daily period devoted to biology.

Primary pupils, as well as those of the higher grades, manifest much eagerness in this study. It is very interesting to find out how our common insects live, what they eat, what kind of condition is most favorable for their existence, etc. By the aid of a magnifying glass we are able to get a good view of even the smallest of insects.

We study only living specimens. We never harm any of these little creatures, and after we have found out all we can about them, they are given their freedom. Proper regard for these lower forms of life lays the foundation for humane education.

JULIETTE FRAZIER, Cornelius, Ore.

Spring Activities on Parade

THIS idea is based on the correlation of two separate units of classroom

(Continued on page 55)

A STUDY OF "OUR TOWN" REVEALED ARTISTIC TALENT

Poems for Easter Days

LATE SNOW

By Hazel Harper Harris

Dame Winter's lap held soft white wool
To make the world more beautiful;
Her stitches, knitted line on line,
Made spreads of candlewick design
To lay upon a lawn or field
That barrenness might be concealed;
A brushed wool scarf with tasseled edge
To throw about the lilac hedge,
And for the little shrub's delight,
A soft warm sweater buttoned tight.

Then, not forgetting lonely woods,
She made the bushes prim, white hoods,
With leggings for the slender firs,
And mittens for the junipers.

But in the bramble thicket lie
White tangled skeins as if a spry
Young kittenish wind has run to pull
Her last white ball of fluffy wool.

Copyright, "The Christian Science Monitor"

WINDMILL

By Stella V. Jones

Turning, turning, ever going,
Keep the water ever flowing
In the tank below.
Over, over, rolling ever,
Dipping, fanning, ceasing never,
Windmill you must go.

Round and round the fan is flying,
Whistles, whimpers, sobbing, sighing,
Never can be still;
Singing, ringing, dinging, daring,
Ever pumping, water bearing,
Oh, you graceful mill!

Copyright, "The Country Bard"

THREE LITTLE SHEEP

Little white horse, take me away from here,
Take me to the little town where I was born.

But you have nothing there now, have you?

Oh, yes I have. I have three sheep in a cabin on a hillside;
One gives me milk, one gives me wool
And the other gives me butter for the week.

Translated from the Spanish
by Katharine B. Clay

SEMINOLE SONG

By Jessie McIntosh Brown

Wind of the everglade
Sweet with wild fruit . . .
Temper the drum beat
Chasten the flute.

Filter the sugar-cane
Fresh as the spring:
Strengthen the sinew
Fatten the wing.

Quicken the mango tree,
Mellow the wine;
Hallow the campfire
Pungent with pine.

Wind of the everglade
Sweet with wild fruit . . .
Temper the drum beat
Chasten the flute.

Copyright, "The Lyric"

THE LITTLE SHEPHERD'S SONG

(Thirteenth Century)

The leaves, the little birds and I,
The fleece clouds, and the sweet, sweet sky,
The pages singing as they ride
Down there, down there where the river is wide —
Heigh-ho, what a day. What a lovely day!
Even too lovely to hop and play
With my sheep,
Or sleep
In the sun!

And so I lie in the deep, deep grass
And watch the pages as they pass,
And sing to them as they to me
Till they turn the bend by the poplar tree,
And then — Oh, then, I sing right on
To the leaves and the lambs and myself alone!
For I think there must be
Inside of me
A bird.

PLOUGHING

Plough deep while sluggards sleep,
And you shall have corn to sell and keep.

Traditional

Selected by JOSEPHINE BOUTON BLEECKER

HOW EASTER EGGS HAPPEN

By ELIZABETH MACKINSTRY

Long beforehand, every morning
All the fairy cocks give warning,
  Crowing high and crowing airy;
  Every cock in every dairy
  In the pleasant land of Fairy
    E'er they stop.

Next, the hens with clack and cluckle,
Croodling a happy chuckle,
  Lay the great eggs faintly creaming,
  Into buff, or whitey gleaming;—
  Fairy-feathered hens, and beaming
    Toe to crop!

Then the Wee Folk in the grasses
Up before the first dew passes,
  Magic all the eggs, and tint them
  Green and blue and yellow, print them
  With bright posey-knots, or glint them
    Gold on top.

Last, the wild hare and the rabbits
(Such are their enchanting habits),
  Moved by fantasy and pity,
  Take them down into the city,
  And the Wee Folk sing a ditty
    While they hop.

This is why you children find them
(All these lovely things behind them)
  Brightly colored, spick and spandy,
  Gay to look at, filled with candy,
  In your houses, or else handy
    In a shop.

Copyright, N. Y. Herald Tribune "Books"

WHEN POSSUM WAKED

By ELIZABETH ROYER-BECK

'Possum awoke from his winter sleep,
Uncurled himself and took a peep,
He felt the softness of the air,
And gentle stirrings everywhere.
He saw a bluebird winging by,
And white clouds floating in the sky,
He heard the waters of a rill,
And smelled the flowers upon the hill.
He heard a robin singing clear,
"Awake! Come out! The Spring is here!"
Young 'Possum blinked his little eye,
He rubbed his nose—then heaved a sigh,
"How queer," he thought, and shook his
  head,
" 'Twas snowing when I went to bed."

Copyright, "The Christian Science Monitor"

THE SONG OF THE LILIES

By CLAIRE PRÉFONTAINE CROSS

The bells of the Easter lilies
Are ringing a gay sweet strain
Through the gossamer sunshine,
Through the silvery rain.

Chiming over the new buds
Of the sleepy nodding flowers,
Telling us all that Easter and Spring
Have returned to this world of ours.

PRAYERS

By DOROTHY FAUBION

Prayers aren't only what you say
At night before you go to bed —
They're all the happy thoughts all day
That go so gaily in your head.

Copyright, "The Country Bard"

MY EASTER MORNING

By LATIMER HYDE (age 12)
Ware Grammar School, Mass.

My room is flooded with sunlight,
When a scratch at the door awakens me;
Then there is a plaintive meow —
The tree outside my window is filled with
  the robin's best Easter carol.
Then a dog's bark silences all.

Copyright, "The Gleam"

WILD FLOWERS

By JOAN PATTEN TOWNE

I found some pink spring beauties
Out in the woods today.
I've picked a bunch for mother —
For happy Easter day.

Used by Permission

GOOD TIDINGS

A sunshiny shower
Won't last half an hour.

Rain before seven,
Fine by eleven.

March winds and April showers
Bring forth May flowers.

Old Weather Proverbs

For the Children's Hour

An Austrian Easter

By MARTHA C. ENGLER

It was the day before Easter, and all the little boys and girls were making great preparations for the coming of the Easter Rabbit. The Easter Rabbit, as everyone in Austria knows, travels swiftly through the fields and gardens in the gray hours of Easter morning. He carries a huge basket filled to overflowing with gaily-covered eggs, chocolate bunnies and gingerbread people. Whenever he finds a neatly-made nest, he stops a moment and drops into it an Easter greeting of eggs and goodies.

All that day, Helmuth and Helga had been trying to decide just where they should build their nests. Helga wanted to place hers beneath the rose bush, but Helmuth shook his head.

"No, that won't do," he said, "the thorns might prick the Easter Rabbit, and that would make him so angry he wouldn't leave us a thing."

"Then let's build them underneath the apple tree," his sister suggested. "You can put yours on one side, and I'll put mine on the other."

"All right," he agreed.

Helga's fingers were swifter and more skilful than her brother's, so she twined golden straw into neat, round nests and lined them with soft hay. Helmuth looked on approvingly.

"I'll bet those are the prettiest nests in the whole village," he said. "They look much better than the one the swallows made in our hallway."

Helga smiled happily, but when Helmuth mentioned the swallows her face became sad.

"O Helmuth," she said, softly. "Do you think the swallows will come back to our house? The ones that live in Miezl Forst's kitchen came back last Monday, but our nest is still empty."

" 'Course they'll come back," said Helmuth, stoutly, although in his heart he wasn't so sure. "Didn't we save all our bread crumbs for them all last year? And didn't I even dig worms for the baby birds? I'll bet Miezl Forst doesn't look after them that way."

"Maybe the old birds died, and the young ones don't know about the nest waiting in our hallway."

"And maybe they've come back while we've been out here," he suggested. "Let's go and see."

They ran through the garden and rushed into the house so speedily that their mother, who was chopping cooked spinach in a flat wooden bowl, looked up in surprise.

"Mother!" they both cried together. "Have the swallows come?"

Without waiting for an answer, they rushed into the narrow front hallway and looked hopefully at the nest over the door. The swallows had not come, for the nest was as still and tenantless as it had been all winter. They walked sadly back into the kitchen.

"I hope they come back soon," said mother, as she mixed butter and milk in with the chopped spinach. "It really doesn't seem as though the spring is here without the swallows chirping in our hallway."

"The swallows bring good luck to the house they nest in, don't they, mother?" asked Helmuth.

Mother smiled, "That's what people say."

As soon as father came home from work, they sat down to supper. Although it was Saturday night, mother had prepared the meal which they usually had on Holy Thursday, or Green Thursday, as it is called in Austria, because, on this day, the principal dish consists of a green vegetable, spinach. The whole family enjoyed this meal immensely. Spinach tastes very good when it is mixed with milk and butter. Besides, they also had hash-browned potatoes, and fried eggs which father called "mirror eggs" because the golden yolks glistened so. And then, of course, there was all the fresh milk anyone could wish for, and crisp brown bread spread with sweet butter. Helmuth had his plate filled four times, but Helga, who was smaller, had to stop after her third helping.

"Well, children," said father, as he filled his pipe when supper was done, "Are you going to get up in time to see the Easter Rabbit tomorrow morning?"

"I am, father!" shouted Helmuth. "I'm going to peek behind the curtains."

"Then you'll have to jump out of bed the minute the rooster crows," said mother.

"I will!" answered Helmuth.

"I will, too," said Helga. "I want to find out for sure whether the Easter Rabbit is white or brown."

"In that case," father observed. "I think you'd better run off to bed right now, or else you won't be getting enough sleep."

"Oh, but we're not sleepy!" both children protested. "Tell us a story first!"

"Very well," said father, "I'll tell you one story, but then you must go to bed. What story shall it be tonight?"

Helga climbed up on his knee. "The one about the princess on your pipe, please, father."

Father took the pipe out of his mouth, and there, on its porcelain bowl, was the picture of a lovely princess. She was kneeling at the edge of a pool and gazing intently at a bright green frog who wore a gold crown on his head. So, father told the children the story of the princess who lost her ball in the pool, and who married the frog because he returned it. On the wedding night, the little green frog turned into a tall handsome prince; and they lived happily forever after. Helmuth and Helga sighed with contentment as father finished the story. To be sure, they had heard it many times before, but, somehow, they liked it better each time they heard it.

"And now," said father, "you've had your story, and you must run off to bed."

Mother nodded her agreement. "Pleasant dreams," she called after them. "And don't forget to wake up in time to see the Easter Rabbit."

Helmuth and Helga raced each other up the stairs. Helmuth reached the top first because his legs were longer; but Helga was the first one in bed.

When the pale pink rays of morning crept over the horizon, the big white rooster puffed out his chest and crowed, "Cock-A-Doodle-Doo! Cock-A-Doodle-Doo!"

Helmuth and Helga, however, were so sound asleep that they didn't hear him; and only the white rooster saw how the neat little nests under the apple tree were filled. The brown cuckoo clock in the kitchen struck seven, before the children woke up that Easter morning. Oh! How they hurried then, but it was too late. The nests had ben filled, and the Easter Rabbit was nowhere to be seen.

"Next year we'll stay up all night," said Helmuth. "Then we'll be sure to see him."

Helga was busily examining her nest. "Helmuth! I've got three red eggs, two blue ones, one pink, three yellow, one purple and two green ones. A whole dozen in all! The Easter Rabbit never left that many before."

Her brother counted his eggs. "Mine are just like yours."

He picked them up and looked around. "Helga!" he shouted, "look!"

Helga looked, and there, lying on the grass, was a gingerbread soldier!

"The Easter Rabbit must have dropped it," she said. "Look! There's a chocolate egg!" cried Helmuth.

Further on there was still another, and then they found a sugar chicken, and then, oh! how excited they were! A second sugar chicken was lying right in front of a deep hole in the ground! Helmuth stuck his arm in as far as it would go, but he couldn't touch the bottom.

"It's a rabbit burrow," he told his wide-eyed sister. "Now we know where the Easter Rabbit lives!"

"Why, he must live right in our own garden!" whispered Helga, as though she couldn't believe it.

Just then mother called them. "Hurry, Helmuth, Helga! You must get ready for church."

They ran quickly to the house. "Mother! Father!" they shouted. "The Easter Rabbit lives right in our own garden!"

"Indeed?" said father, who was just coming downstairs. "I hope you realize what a great honor it is having someone like the Easter Rabbit for a tenant."

"Oh, but we do!" said Helmuth and Helga.

Soon everyone was ready. They were all wearing their very best things. The children were dressed exactly like their parents, except, of course, that their clothes were smaller. Helmuth had on his leather knee-breeches, the ones that were made of deerskin. He wore his new suspenders which mother had embroidered with Edelweiss, that star-shaped flower that grows high up on the mountain peaks. And he had a rooster's tail feathers in the band of his pointed green hat. Helga wore a flowered skirt, a snowy white blouse, and a velvet bodice, laced across with jingling gold coins. She also had a bright silk kerchief tucked into her bodice, and she wore a broad-brimmed black hat. All the other people whom they would see in church would be dressed that way; for, in Austria, all the farmer folk wear the same styles.

Mother was bustling about making sure they all had clean handkerchiefs and their prayerbooks. She made Helga wash her hands again, and she was just about to tell Helmuth to wipe the mud off his shoes when —

"Shh!" warned father, "I think I hear something."

They all held their breaths, and—yes! Out in the hallway there was a flapping of wings! Mother softly opened the door and they peeked out. Two little birds fluttered about the empty nest. They chirped and twittered as though they were trying to make up their minds to something. Then, one of the birds hopped into the nest, and began to pick at the straw with her bill. The other bird flew out and presently came back with more straw.

Mother shut the door quietly, so as not to frighten them. "The swallows have come back," she said, happily.

Helmuth and Helga smiled at each other. "This is the happiest Easter we've ever had!" they said.

Adventures in Spring

By ETHEL H. WEDDLE

WINTER is slipping into spring. All of the hidden, mute life, sealed under the frost and the snow, is beginning to awaken. Under the warmth of the sun and the balm of the winds there comes the first thawing. Patches of black soil and the first glow of live, green wheat appear here and there over the fields. And then comes that sudden taste of rain, that sudden fragrance of earth that assures us spring has come.

"Baa! Baa!" It seems to Jack, spending his spring vacation on Uncle Will's farm, that there are little bleating lambs everywhere. Cunning lambs, but a day old, that frolic about the shed, bleating in terror if they find themselves away from their mother's side. Others already several days old, gamboling around, stiff-legged, tossing their woolly heads and venturing to the far side of the lot. Some with white faces, some with black.

Jack is amused by the antics of the lambs. "Clever, aren't they?" he laughs.

"Yes," Uncle Will replies. "They appear clever, but they really are helplessly dumb. Even the mothers have no way of protecting their lambs."

"Can other animals protect their young?" Jack asks.

"Yes," answers Uncle Will. "The mare, the cow, the sow, even the hen will fight, often ferociously, for their young, but not the yew."

"I like the springtime," declares Jack, sniffing the air.

"We all do. There are so many interesting things to watch in the spring. If we have rain as the snow melts," continues Uncle Will, "we will have high water and much mud."

"Oh, I'd like that," replies Jack. "Then we can slosh around in boots."

"Then old Sugar Creek will rise over its banks," says Ned, standing by.

"Well, before that happens," decides Uncle Will, "we must hitch the mules to the wagon, drive over to the far timber and tap the sugar-maples. I believe we will go this afternoon."

"Good," cry the boys, eager to be off, and very shortly they are on the way, driving over the slippery half-frozen fields.

The great oaks have finally dropped the tattered leaves which they have flaunted in the winter winds and new buds are swelling in their places. Low bushes begin to show faint colorings of red and green. Among some sun-warmed rocks the boys find an orchid-colored hepatica, generously showing its beauty.

"Which are the sugar-maples?" asks Jack.

"This group of tall, straight trees," answers Uncle Will. "Whoa, there," he calls to the team. "This is where we go to work."

From tree to tree he moves, boring into the live wood of the trees with a sharp-edged auger, while Jack follows with Ned and helps insert the long round spiles through which the sap will flow into the buckets.

"If we have plenty of rain now," says Uncle Will, "there will be a heavy flow."

"Yummy," cries Ned. "That will mean plenty of maple syrup on flapjacks."

"Hum," says Jack, thoughtfully. "I must admit I've thought of maple syrup only as coming from tin cans."

A dull swishing overhead causes the boys to look up.

"Wild ducks," the boys exclaim together.

"In absolutely perfect formation," observes Uncle Will.

"They look like letters drawn in black ink against the blue sky," says Jack.

The birds fly on, each one mindful of the other, each pair of wings in perfect rhythm.

"They may land here," says Ned. "They often do, for they are not afraid in the spring. Look! They are changing form and coming back."

Sure enough, through the late afternoon light, they come winging toward

them, each bird set exactly behind his neighbor.

"There are forty-two," Jack counts.

"They will stay here in the marsh at the edge of the woods," says Uncle Will.

DURING the night Jack awakes to hear a soft tattoo of rain upon the window panes. And by morning that soft falling became a steady downpour. The remaining snowbanks melt away under its beat. But the partly frozen ground refuses to receive the water. It stands everywhere on the level.

On the slopes the water rushes along, seeking the easiest way to flow. Tiny rivulets run through the gardens and lanes. They gain strength and volume as they flow into ditches and ravines, and finally to Sugar Creek. Top soil washes along with the rain and muddies the water which gradually rises and covers the bottom lands. Still it rains. All day and through the night, sometimes dwindling to a mist, and then sweeping again into a fall that drenches the country-side.

But morning light comes with broken clouds and a sudden burst of sunlight over the watery world.

"Hurrah!" cry Ned and Jack. "The rain is over."

In their heavy boots they slip and slosh through the muddy lots and over the sloppy pasture. Under the pressure of their feet, water oozes out through the thick matted grass of last year's growth.

"What's this," calls Ned, as he discovers freshly scratched earth beneath the roots of the hedge-row.

"A hole," explains Jack, stooping to investigate. "Perhaps some animal has awakened from its winter's nap." Suddenly, Jack is aware that Ned is gripping him by the arm and drawing him away.

"Investigate with your nose as well as your eyes," laughs Ned. "It may be more useful." For it is, unmistakably, the home of a furry little skunk.

As the boys reach the flooded stream the water swirls past them. Fence boards, dead tree limbs, old rubbish are carried swiftly along.

"It roars like a river," declares Jack.

"Yes," answers Ned. "Last summer it just played along, even lazy in many places. Now it seems to be alive. It's eager to be gone. It—" Ned pauses as he glances up the stream. "Look, Jack," he says, suddenly. "Look!"

Out in the full current of the surging water, there comes a group of great white and gray geese. Proudly they ride, craning their necks into the water, gabbling in excitement.

"Whoopee! What a ride they are taking," cries Jack.

"Ride?" Ned shakes his head. "Not a ride, but a complete get-a-way."

"But look. See how they are enjoying themselves," protests Jack.

"Oh, yes," admits Ned. "But some farmer's wife up the stream will miss them soon and they will be gone forever."

"But what can we do?" asks Jack, watching the geese sail majestically past.

"That is what I am trying to figure out," says Ned, as he runs along the edge of the water.

"Now I know," he calls. "We'll cut across the fields, while the geese follow their winding way, and we will head them off at the bridge."

The boys run as swiftly as their rubber boots and the slippery footing will allow. Crossing fields, climbing fences, even falling in the cold, muddy slush. But at last they reached the bridge.

"Just in time," cries Ned, as he catches a glimpse of the geese coming around a clump of willows but a rod or two away.

Dropping down upon the bridge planks that clear the water by a scant eight inches, the boys work swiftly, snatching up some of the heavy fowl and frightening others into a struggle that frees them from the current and sends them safely up the bank and onto the road.

But one great white goose eludes the boys' efforts and, almost submerged, rides the current safely under the bridge and, with a gabble of victory, sweeps on down the stream.

"We'll drive these home and pen them up until we find their owner," says Ned, herding the rescued geese together.

"And that one yonder?" Jack asks, pointing to a white speck just disappearing around a bend in the stream.

"That one," says Ned, "is well on its way to the river."

Manuelo's Hats

By ERNESTINE *and* FLORENCE HORVATH

MANUELO looked very queer one morning. He was only a small Mexican boy but he was wearing four great hats, one on top of the other, on his head!

"Manuelo!" called his Mother, coming out of the adobe house where they lived. "Come here so that I may put three more hats on top of the others."

Manuelo obeyed. He looked funnier than ever as his pile of wide, woven hats grew higher.

"Be very careful of these hats," his Mother told him. "Take them to the plaza, in the city. Stand near the cathedral and wait for passersby to purchase them."

Manuelo started to walk obediently down the road, with all his hats on his head.

"Wait!" said his Mother. She hurried up to Manuelo, looking very bright in her wide skirt and flowered blouse, with a dark rebozo, or shawl, about her head and shoulders. "Manuelo," she exclaimed, "do not stop for anything along the way."

"I shall not stop!" promised the little boy.

Then off he went, down the road, with seven hats on his head. He was able to balance the hats nicely, for, like most Mexican boys, he was used to carrying burdens on his head.

The sun was shining. Queer cactus plants seemed to greet Manuelo from beside the road. Birds sang a welcome as he passed.

Suddenly he met a man who was going to the city, too, with baskets of fruit.

"Stop a few moments," invited the man. "If you will help me arrange my fruit nicely, I will give you some to eat."

The boy looked at the delicious mangoes, cactus pears, melons and oranges. He wished for some as he was thirsty and hungry.

However, he replied, "I am sorry, but I must not stop."

Then off he hurried again towards the city, wearing his seven hats.

Presently he saw a man taking some fat, little pigs to market.

"Come here, boy," said the man. "The pigs have lost some of their shoes. I'll give you this whistle if you'll help me fasten them on again."

Manuelo laughed. He knew that in his country pigs sometimes wore tiny shoes to protect their feet, as they walked along the road. His laughter was at the thought of earning a new whistle by fastening their shoes.

But he replied, "Although I should like the whistle, I must not stop."

Again he went on his way. This time he met a group of children playing a game. One boy had a rolled mat over his head. It made him look fierce. He was supposed to be a bull. The other children were running away, laughing and screaming.

When they saw Manuelo, they called, "Won't you put down your hats and play with us?"

Manuelo wanted to stop and play with the children.

"I'd be happy to stay," he replied, "but I must hurry to the city."

Down the road he continued, until he saw a crowd. Many people were gathered about a man who had a fierce, strange animal in the cage. It was very

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A CLASS-MADE WINDMILL HOUSED AN EXHIBIT OF DELFT WARE

Windmills and Dikes

By LUCILE E. FENN

HOLLAND! What a quaint little country, with its windmills and wooden shoes, its dikes and canals, and immaculately clean cobblestone walks and doorsteps! What child's face does not glow with the thoughts of taking an imaginary trip to this distant land of story book fame!

In considering any unit of work a teacher must pause to clarify in her own mind the important objectives, motivation of the activities in making the subject vital to the children. As we weighed anchor and sailed to Holland, we had to think: Are we providing means for cooperative give and take among the children; are we giving opportunities for English expression; are we setting up situations providing new and richer reading experiences; are we teaching certain facts about Holland definitely and effectively which will lead ultimately to a clear understanding of the importance of The Netherlands to the United States and to other countries; and how shall we engender attitudes and ideals which can be put into immediate use in school, home and community?

THE early discussions naturally centered about the location of the country, the kind of people living there, their food, clothing and type of shelter. How could these facts be more clearly disseminated than by a person who has actually traveled and lived in this country? We were fortunate indeed in having the opportunity to hear of the experiences of a friend who had recently returned from Holland. Her talk before the class was given in native costume and she was accompanied by a small boy similarly dressed. The children made good use of their opportunity and many pertinent questions were asked, all of which were gladly and accurately answered. Attractive pictures, much factual material in the form of newspaper clippings brought in by the children, picture books and reading books, wooden shoes, costumes and dolls, added much interest to the discussions that followed. A large group map of Holland, showing some of the most important cities which were of interest to the children through their study, was colored. This map gave the class an idea of the general direction one would have to go from Long Beach to reach Holland and the approximate distance and its relation to other European countries.

For many days the rhythm of the hammer and the saw dominated our classroom. We constructed a windmill with its furnishings, consisting of a table and two benches. A shelf encircling this out-of-doors mill held the American-made, third-grade delft ware and hand-carved and decorated shoes made of balsa wood. A brick floor and tiled wall paper in the blue and white colors, typical of Holland, completed the structure. Brick walks and canals, bridges, dikes, grass and tulips planted around the mill and walks completed this "little bit of Holland."

What busy days followed the completion of the construction work when a need for a play was felt to truly enjoy our crude but deeply appreciated efforts. Music consisting of original numbers, rhythms, poems and a dramatization, "Charles and Caroline in Holland," comprised the culminating program.

What fun it was to make and bring in fish poles, fish in the canals, sail the many boats that we had made, and actually feel some of the atmosphere of Holland when these two American children, Charles and Caroline, visit The Netherlands, enjoy the clothes, the activities, and scenery of the Dutch people. After the program, the mothers and fathers were invited to look into the mill and to enjoy crackers spread with Holland cheese and butter that had been made on the previous day by the children. These crackers were neatly packed in individual boxes each bearing a design characteristic

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DIKES, BRIDGES AND NATIVE DRESS GREW OUT OF OUR STUDY OF HOLLAND

Some Problems of Modern Elementary Education

HELENA PETROVITCH NIÉGOSCH
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If the achieving of new objectives meant only the solution of the problems toward which the achievement aimed, the field of elementary education might have reason to congratulate itself on the widespread acceptance of the modern philosophies. But to regard the new era merely as the successful overthrow of old difficulties is to view only half the picture. The old troubles may have been weeded out, but what of their successors, the new obstacles that spring up alongside the main issues? As soon as the first jubilation of success is over, new difficulties appear, awaiting recognition.

The problems of the new education are infinitely more complex than those of the old because the new education itself is a complexity of movements. The neatness of the old type of change has been succeeded by the simultaneous growth of divergent elements. Conflicting concepts have developed side by side; vigorous social and economic forces have been felt in fields formerly immune from their influence; and each of these factors has eventually become intermingled with all the others in the present educational scene. Some of the ideas that have been most active in shaping current elementary education and the difficulties to which these ideas give rise are discussed in the following paragraphs.

Among the many theories that have particularly affected elementary education are four concepts which, while occurring in many forms, may be labeled for ease of reference as follows: (1) the concept of the child-centered learning situation, which may be defined as a learning situation in which the major motivation is supplied by the children, either as a group or as individuals; (2) the concept of the material-from-life curriculum, which may be defined as a curriculum or arrangement of learning experiences in which the data are selected from current life and are closely related to the out-of-school experiences of the child; (3) the concept of the development of the total child, which refers to the educational aim of considering all the aspects of the child's personality; and (4) the concept of the development of social consciousness, which denotes the recognition of the fact that human beings live in social groups in which individuals have rights, privileges and duties and in which social relationships are constantly changing.

It will be seen that any one of these concepts, would be enough to precipitate great changes in educational procedure and evaluation. Taken together, their combined effects tend to cause confusion. It is obvious, however, that two of these ideas are essentially *means* and that two are *ends*, and the failure to recognize this distinction is one reason for some of the confusion in the classroom. The child-centered learning situation and the material-from-life curriculum are primarily means, and the idea of the total child and the concept of social consciousness are primarily ends. The two concepts that function as means arose first; they are better known than the two ends and thus have often been taken as ends. Actually, the concept of taking account of the child's nature in planning his school experiences and the concept of using material which is derived from the present-day living environment of the child do not imply objectives or goals. The idea of the development of the total child, which aims at the growth of a unified, integrated personality, and the idea of leading the child to realize something of his social responsibilities and privileges are, on the other hand, aims or goals. Thus, total, complete personal development and free, devoted social service may be considered as ends in the program of education, and the means by which these ends are to be reached are experiences close to current life, motivated by the active wishes of the child. This program obviously is not easy, and attempts to execute it in the classroom reveal many difficulties.

Each of the concepts contains problems within itself. The school planned around the child's interests, for example, may lead the child to be self-centered. The selection of material which is meaningful for one child may be utterly meaningless to another. The search for "integrated personality" may overlook the specific details of which integration is the resultant condition. Social development may omit individual consideration. Moreover, the four concepts are in many respects antagonistic to one another. Child-centered situations may be obstacles to the social development of the group, and curricular material from life may not be included in strictly child-planned activities. The idea of social development may lead to undue toleration of the activities of others and thus be inimical to the best interests of all the group. Since the progressive schoolroom is the scene of the simultaneous operation of all these ideas, it is likely that the problems involved may arise at any moment and that the different personalities of the children will create further complications. Specific analysis of classroom situations reveals some of these danger spots, and this article will present problems actually observed by the writer.

The fertile idea of child-centered learning has been one of the most vitalizing forces of modern education. During the last fifteen years it has completely revolutionized the elementary school and has transformed the static, formal classroom into a veritable hive of busy, happy activity. The close relation between building an environment around the child's interests as determined by his development and the ultimate goal of the best social living, broadly interpreted, leads to no conflict. It is the misinterpretation of the idea, or the limitation of its scope, that causes problems such as the following to appear.

The pupils may become too individualistic. This danger, like all others mentioned, appears in connection with some children more than with others. Many pupils, in fact, are capable of being the center of an active, self-motivated program of work without unduly magnify-

NOTE: *Through the courtesy of* THE ELEMENTARY SCHOOL JOURNAL *we are privileged to reprint in* AMERICAN CHILDHOOD *a paper, originally published in their issue of November, 1936. Miss Niégosch's thought on the significant subject of the problems of modern education should be of much interest and value to all school executives and teachers in the field where progressive education has transformed theory and practice.*

ing their own importance. Others interpret the situation exclusively with regard to their own prominence and thus fail to achieve other desirable ends. Inasmuch as the development of personality is one valid aim of education, activities should evoke individualistic responses; it is only when the individual considers his own personal development without relation to the personalities of others, or when the individual has no further goal toward which the activities of his developed personality are directed, that the situation becomes undesirable. The question of environment and past experience is of great significance in interpreting the problem because of the fact that many children, especially the bright pupils, may have occupied the center of the stage in the home for many years without any consideration of the question of ultimate goal. On the other hand, the child of domineering parents may develop an exaggerated ego at school in compensation for the home environment. The emphasis, therefore, of the "child-centeredness" of a situation, as contrasted with its need for external guidance, is a subtle matter, one to which constant attention must be given in order that the dangers of misinterpretation may be avoided.

ANOTHER possible problem is that the pupils may develop anti-social tendencies and find difficulty in co-operating with one another. Any class may contain children who have always magnified the importance of their own work, and these pupils may prefer to continue working as individuals rather than to join a group. A program that is strictly child-initiated and child-motivated can scarcely avoid this problem, and frequently a great deal of teacher-guidance is required to prevent the occurrence of the situation.

Another danger in the child-centered learning situation is that the most dominant child in the class may assume a central position and become a standard of measurement for the rest of the pupils. Where selfish, aggressive pupils claim more than their share of the teacher's time and attention, the more neglected pupils may be led to emulate these leaders, and even the teacher may accept the prominent children as types against which the rest of the pupils are measured. The problem is closely related to the question of how far the leader should enjoy the solitariness of his position and how far he should consider the co-operation of others, contributing possibly to the development of "rivals." The subordination of the idea of leadership and the substitution of that of service tends to help the ultra-aggressive pupil to establish definite goals of value to the entire group. Pupils may contribute to the danger expressed in this problem either by being unduly aggressive and assuming the type of anti-social leadership that bids all others be followers or by acquiescing in the assumption of such leadership. Either attitude indicates a lack of socially developed purpose and an absence of sincere loyalty to the class.

Another problem in the situation planned by the child is that the environment is likely to become too limited in scope, that preparation for later activities is likely to be overlooked, and that the value of the culture of the past may be ignored. The wishes and the experience of children are not usually sufficiently wide to guarantee a broad range of activities, and one activity may merely lead to another of a similar nature instead of widening the field. There is no likelihood that, if the pupils choose all their activities, they will gain those habits and skills necessary for further and more advanced experiences. The "tool subjects" fall into this class, and again the necessity of teacher-guidance becomes apparent.

A further problem is the absence of democratic attitude that may result from a situation in which some pupils are always the center of the stage and others always looking on. The size of the classroom, the amount of available material, the number of work benches, and other considerations limit the free activity of many pupils and make initiative for all, at the same time and in the same way, an impossibility. A socialized group will decide methods of sharing equally the material equipment of the room, but this arrangement may not be initiated by the pupils without external suggestion.

Another danger is that children, widely divergent from the group in talents and interests, may fail to be included in class activities. The teacher may find it necessary to devise ways of using the talent of neglected pupils. As the talents and the interests of such pupils are not always apparent, nothing having occurred to evoke their expression, this danger of neglect is particularly insidious.

THE idea of securing curricular materials from the living environment of the pupils arose in the effort to counteract the undue emphasis on vicarious experiences provided by the older courses of study. Coincident with the acceptance of the fact that nothing is educative which does not give rise to reaction and change, came the realization that only a meaningful stimulus can evoke an active response. Material closely related to the child's life was regarded as the only possibility for evoking complete, active response because it is the only kind of material the purpose of which is vital to the child. In the practical application of this valuable concept, however, many difficulties at once become apparent, difficulties largely connected with the restrictiveness of the idea.

For example, to decide just when the material might be considered to be connected with life was discovered to be a problem. It is relatively easy to define the approximate limits of a small child's environment and interests, but, by the time the upper elementary grades are reached, the "life" from which the materials are to be taken has expanded both in amount and in complexity. Life has become a different thing for different pupils, because of innate and environmental factors. Problems arise, the solution of which depends on many factors other than the closeness or the remoteness of content. The danger of neglecting the comprehension of the bright child, for example, is as great as the danger of going beyond the capacity of the child of lesser endowment.

ANOTHER possible danger of the material-from-life curriculum is that there may be an overemphasis on the immediate environment which may lead to a neglect of all except the superficial value of the activities undertaken. Acquaintance with community enterprises, neighborhood industries, local historical associations and neighboring geographical features may result solely in specific factual knowledge, with little or no relation to general principles or wider interests. Social and emotional values may at all times be subordinated to intellectual values, and mechanical interpretation of the neighborhood may result. Thus, the curriculum may become too narrow, the culture of the past may be omitted, future possibilities may be ignored, idealistic interpretations may be neglected. Experiences, purportedly based on life, are likely to omit a large part of life because of the tendency to include only the *objective*, easily recognizable, materialistic items. The study of that which exists tends to obscure the value of that which might exist and that which should exist, and this emphasis leads to a static type of thought opposed to progress.

Another problem, closely related to the danger of restrictiveness in the program taken from life, is the danger that generalized thinking will never be achieved. Activities based exclusively on the particular events of the present frequently omit the opportunity for generalization and thus fail to supply tools that might lead to further endeavor. With bright children, especially, there is need for a constant widening of the environment.

The possibility that immediacy of reward will be unduly stressed is implied in the foregoing problems. As the recognition of deferred value is neglected in deriving the materials of the curriculum strictly from the environment of the present, so the emphasis falls on those elements whose reward is immediate and whose results are obvious. Thus, the entire question of permanent social values is likely to be ignored.

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Books for the Month

Selected by MARY TAYLOR

EACH month brings with it many volumes of new books. Invariably these books seem to group themselves around two or three main interests. This month there are so many attractive books about animals on the "to be reviewed" bookshelf, that it is difficult to make a selection to fit our limited space. There is hardly a family in the animal kingdom overlooked by the authors, artists and publishers. We can almost trace the theory of evolution from the creatures who swim in the sea, the amphibians who creep, crawl and hop on land, the four-footed animals of the earth, both friendly and strange to man, in the book titles of the season. In our selections we have tried to consider the best books for each age-level; small books of photographs with easy text, colorful picture books with stories to amuse rather than teach, beautifully-made volumes by artists who have specialized in the drawing of some particular animal or animals.

March is a month when the circus may troop into town with its train of exotic animals. Cows, horses, sheep and goats which have been confined within the limits of the barnyard are going out to pasture where woodchucks, rabbits and chipmunks venture their first sniff of spring air, the long winter over and the business of their year begun. The spring books will enlarge our store of information about the appearance, habits and characteristics of many different kinds of animals and put us in tune with this spring awakening in the world we share.

WE SHOULD consider it a poor book year indeed without a new animal study by Dorothy Lathrop. In *Who Goes There?* it seemed, in her exquisite drawings of creatures of the winter woods, that there could never be a book more beautiful in design or as realistic in drawing. *Bouncing Betsy* (Macmillan), the story of a baby lamb's adventures, gives Miss Lathrop a subject for an even more delightful book. The woolly, soft little creatures, on their stiff, knobbly legs, with timid black noses and long, frisking tails, appear to come from Miss Lathrop's pencil with more than realism. The story of Bouncing Betsy is a simple one. The little lamb is an orphan, mothered by Martha, who, because she must go to a party, takes her pet to the pasture for a day with his kind. He is afraid of the baaing, bumping herd until his successful encounters give him confidence. He meets many unfamiliar animals during the course of his day and finds the world, away from his mistress, an exciting experience. From the word pictures of this simple story Miss Lathrop has drawn, for black and white lithographic reproduction, pictures of such loveliness as to make this book our first choice for March lists.

Shorty (Rand McNally) and *Puddle* (Rand McNally) are new offerings in this Company's line of inexpensive books of photographs accompanied by easy text. *Shorty* tells in words and pictures, the story of a little chimpanzee who is brought from Africa to Hollywood. When he is not on the lot he enjoys playing with Anne. He is an amusing playmate and his photographs, while not flattering, tell us a good deal about an ape's ability to mock his human companions. *Puddle* is the story in pictures and captions of a baby hippopotamus' first year. Puddle is an all-American hippo, born in the Chicago Zoological Park at Brookfield, Illinois. Much value is given this book of photographs with captions which children may read for themselves, by the note on each page for adult information about the habits of hippos in their native habitat.

Another book for the very young, *Wiggles*, by Clara O. Wilson and Mary E. Pennell (Houghton Mifflin), is recommended because of its appeal to the slapstick sense of humor of the child between four and seven. The format of the book is that which has been found most successful for beginning reading, a brightly colored picture on one page, accompanied by a page of very simple text, printed in plain type. The episodes in Wiggles' story are of a nature which little children find excruciatingly funny. The book, in the hands of the four- to seven-year-old, is destined for popularity.

Champion. The Story of a Bull-Terrier, written and illustrated by K. F. Barker (Scribner's), comes to us from England. In the story and pictures Mr. Barker adds to our belief in the Britisher as the most sympathetic portrayer of dog personality, and to his own success with a former publication, *Just Dogs*. The book is dedicated to "All those of us, dogs and humans, who have failed to grow up according to plan" which should include a large public. Another book for dog-lovers, old and young, is *Dog Days* by Florence Trullinger and Doris Day (T. Y. Crowell). The story, which is subordinated to the eighty-seven irresistible photographs, is concerned with the doings of Nicki, a wire-haired terrier, and Angus, a Scottie. Between them there is little left undone to make an amusing and exciting tale in words and pictures.

IN TWO books, *Animal Pioneers* by Catherine C. Coblentz (Little, Brown) and *Jerry and the Pony Express* by Sanford Tousey (Doubleday-Doran) we have stories about animals, written from the point of view of their place in our history. Mrs. Coblentz's book is especially valuable as authentic historical record, gleaned from a study of old manuscripts, of animals who had their part in the discovery, exploration and settlement of America; the bull who came to Vinland; the mule who carried Columbus; the dog who first saw the Pacific with Balboa; the horses who crossed the ocean to the new land with Cortez; the dogs who came on the Mayflower and Speedwell; the Jamestown hen; the Puritan cat; and the cricket of Cadiz. The illustration is by Kurt Wiese. This fine collection of stories, no longer hidden in history, is recommended especially for supplementary reading for social science. *Jerry and the Pony Express* is a story, spirited in text and pictures, of a boy's experience during the period in history when the

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NOTE: *This page of book reviews will present those books, new and in new editions, that should be obtainable in all sections of the school field and which are closely related to classroom teaching for the current month. This reviewing policy differs somewhat from that of the usual department of book reviews in that it recognizes the possible importance of a good book, not perhaps fresh from the publishing house, but available in the public library.*

The Editor receives many requests for book titles on special reference subjects. These letters are welcome, and answered with promptness and care.

"THE SEAMSTRESS"

Painted by Albert Neuhuys

Homes of Holland and Mexico

(Continued from page 6)

lengthwise, the ends of the yarn forming fringe.

2. Making candles.

   An old velocipede wheel was hung from the garden wall. Strings the length of the candles desired were attached to the wheel. Paraffin was poured over the strings as the wheel was revolved.

3. Making a pinãta.

   This is an earthen jar, gaily decorated with red, green and white tissue paper. It is used at Mexican fiestas to hold small gifts for the guests. A child is blindfolded and breaks the pinãta with a stick.

4. Painting gourds to be used by the toy band in a play.
5. Grinding corn.
6. Making the corn into tortillas.
7. Learning to dance the Mexican folk dance "La Cucurache."
8. Singing Mexican songs — "Celito Lindo" and "Carmela" which the Mexicans sing as they weave.
9. Learning to play with a bolero, a Mexican toy. A bolero contest was incorporated into the Mexican play.
10. Making Mexican toys for the toy-maker to sell in the play, such as painted pigs, toy banks.
11. Toy orchestra. Use of tambourines, wood blocks and so on.

The children were divided into two groups of eighteen each, after the creative plays had been worked out by the group as a whole. They themselves decided that all blond children should take the part of Dutch children, and the brunettes should be Mexicans. Finishing touches were then put on both plays, which were named "In a Mexican Patio," and "In a Dutch Kitchen." Invitations were prepared with a large sombrero on the front cover and a wooden shoe on the back.

On the day of the play, the classroom furniture, which fortunately consisted of movable desks, was removed. Benches from the cafeteria were brought in. In the morning, the second and the other third grades were the guests, and in the afternoon seventy interested mothers and fathers were our audience.

Although through this integrated learning-unit certain skills and abilities were developed and the children had great opportunities for creative expression, the development of character was of even greater value. Enriching experiences were provided for growth in social development. The children learned to live together busily and happily, sharing their work and play in an understanding way.

Children's Bibliography on Holland

Carpenter, *Around the World with Children.*
Chance, *Little Folks of Many Lands.*
Grant, *Windmills and Wooden Shoes.*
Hall, *Jan and Betje.*
Mansfield, *Our Little Dutch Cousin.*
Olmstead and Grand, *Ned and Nan in Holland.*
Perdue, *How Other Children Live.*
Perdue, *Child Life in Other Lands.*
Perkins, *Dutch Twins.*
Perkins, *The Dutch Primer.*
Smith, *Holland Stories.*
Thorsmark, *In Wooden Shoe Land.*
Marian King, *Kees.*
McDonald, *Marta in Holland.*
Louise Bache, *Katrinka.*

Teacher's Bibliography on Holland

Perdue, *Child Life in Other Lands* (pgs. 66-91).
Chance, *Little Folks of Many Lands* (pgs. 37-52).
Clark, *Europe* (pgs. 272-292).
Jungman, *Holland. Peeps at Many Lands.*
McCandless, *Flags of the World.*
De Groot, *When I Was a Girl in Holland.*

Children's Bibliography on Mexico

Baylor, *Juan and Juanita.*
Brandeis, *Little Mexican Donkey Boy.*
Butler, *Our Little Mexican Cousin.*
Carpenter, *The Ways We Travel.*
Gaines, *Lucita.*
Gaines, *The Village Shield.*
Gay, *Pancho and His Burro.*
James, *Adventures of Lusia in Mexico.*
McFee, *Boys and Girls of Many Lands.*
Malkus, *Spindle Imp.*
Methley, *Happy Homes in Foreign Lands.*
Moon, *Nadita.*
Morrow, *The Painted Pig.*
Perkins, *The Mexican Twins.*
Purnell, *The Talking Bird.*
Purnell, *The Wishing Owl.*
Richards, *Children of Mexico.*
Thomas, *The Burro's Money Bag.*

Teacher's Bibliography on Mexico

Aker, *Yesterday the Foundation of Today* (pgs. 140-147).
Bridges, *Young Folks Book of Discovery* (pgs. 82-87).
Burnham, *Hero Tales from History* (pgs. 87-95).
Carr, *Old Mother Mexico.*
Foote, *Explorers and Founders of America.*
Franck, *Mexico and Central America.*
George, *Little Journeys to Mexico and Central America.*
Goday, *When I Was a Girl in Mexico.*
Kelty, *The Old World Beginnings in America.*
Lansing, *Great Moments in Explorations* (pgs. 107-114).
Lefferts, *Neighbors North and South.*
Miller, *My Book of History.*
Allen, *How and Where We Live.*

Physical Science for Primary Grades

(Continued from page 8)

Many plants have seed pods that ripen in the fall or late summer.

Other flowers, plants, and shrubs have berries or fruits instead of flowers.

The temperature of the air grows cooler as fall approaches, and warmer with spring.

We make a study of how our parents prepare for various seasons:

Preserving foods for winter, use of ice in warm weather, various kinds of clothing for the different seasons, improvements in the home to meet weather conditions.

We find out how animals prepare for changes in weather: Some animals hibernate for a period; the coats of some animals change with the seasons.

We discuss the best times of the year for picnics, vacations, kite-flying, swimming and skating.

We write original poems and stories and read material from our books on the changing seasons.

We learn songs and listen to music about spring, summer, autumn and winter.

A Transportation Unit for the Kindergarten

(Continued from page 11)

Teacher: Do the waves keep the penny up?

June: No.

Teacher: Why, then, does a large boat float and a little penny sink?

No one could answer and so the teacher showed the group a pie pan and asked them what they thought would happen if it were put into the water.

Jack: It would sink.

Phyllis: No. Float.

It was put into a large pan of water and it proved to float.

Teacher: Why do you suppose it floats and the penny sinks?

Jack: The sides of the pan are turned up.

Teacher: Yes, and it pushes the water away, and is using more space in the water; therefore, the water is holding the pan up.

Teacher: When boats are being built, what does the builder of boats have to remember?

Earl: The bottom of the boat has to be wide.

Carol: But some are pointed at the bottom.

Teacher: That is right, Carol, but the sides spread out and take up a great deal of space in the water.

Jack: Will a marble float? He took one out of his pocket and dropped it into the water.

Children: It sinks.

Teacher: Why?

Children: It doesn't push enough water away to make it float.

Language Activities:

The language expression was spontaneous and interesting because of the interest the children had in what they were telling about. We attributed this to the first-hand experiences which had been given. The children were telling about something real to them instead of something about which they had been told or seen in pictures.

Dramatization:

The boat with ticket office and dock landing, and the airplane with its airport, which were built by the children, afforded excellent opportunity for dramatic play in the kindergarten. Besides the value derived from this play, the children gained materially in the way of good attitudes and habits which make more of an impression through play of this type than in any other way.

Giving the children an opportunity to impersonate, they became sailors, pilots, engineers, aviators, passengers, and bus drivers. The level of fair play and cooperation was raised, since the same persons could not be the captain or pilot every day.

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The Engine, Reed and Wright.

The Fog Boat Story, Lucy Sprague Mitchell.

I Go A-traveling, Tippett.

"The Stubborn Dirigible," *The Modern Story Book*, Wallace Wadsworth.

For Teacher:

A First Grade at Work, Lula E. Wright.

The Beginnings of the Social Sciences, Reed and Wright.

Educative Experiences Through Activity Units, Clouser, Robinson, Neely.

Compton's Pictured Encyclopedia:
Aircraft— pp. 64-68
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The Picture Book of Travel, Hader.

Childhood Education:
The Kangaroo Ship, December, 1929.
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The Farm

(Continued from page 13)

D. Language

1. Oral expression
   - *a.* Discussions.
     - (1) Plans about farm project.
     - (2) Discussions in group about farm activity.
     - (3) Children report on their personal experiences on a farm.
   - *b.* Original stories and verse and song.
     - (1) Make a booklet of children's verses and stories about a farm.
   - *c.* Assemblies.
     - (1) For a climaxing event, organize and give a play about a farmer and his work.
   - *d.* Vocabulary (new words to use).
     silo, tractor, stanchion, stable, stall, harness, harrow, plow, corncrib, oats, wheat, corn, grain, peck, bushel, quart, pint, dozen, fodder, market, produce, vegetables, thresh, sow, reap, soil, fertile, fertilizer, acres.
2. Expression of ideas through written symbols.
   - *a.* Labels and signs.
     - (1) Names and prices of vegetables.
     - (2) FARM FOR RENT
       FARM FOR SALE
   - *b.* Children's phrase stories written on pictures that they have painted or drawn.
   - *c.* Letters.
     - (1) Inviting children of other grades to assembly, or to see their handwork.
     - (2) Thanking a farmer for permitting the class to visit.
     - (3) Requesting permission to visit a dairy, vegetable store or farm.
     - (4) Telling sick friends of class about activities.
   - *d.* Group experience stories.
     - (1) Teacher prints story on blackboard first, then later on large easel paper.

We went to a farm.
We saw a cow.
We saw some pigs.
We saw fields of grain.

E. Mathematical concepts developed through informal number experiences

1. Vocabulary.
   - *a.* Large and small.
   - *b.* Peck and bushel.
   - *c.* Pint, quart, gallon.
   - *d.* Less, more.
   - *e.* Today, yesterday, tomorrow.
   - *f.* Tall and short.
   - *g.* Seasons.
   - *h.* Other divisions of time.
   - *i.* Clock terms.
   - *j.* Early, late, soon, later.
2. Counting.
   - *a.* Animals.
   - *b.* Eggs (dozen).
   - *c.* Vegetables.
   - *d.* Miles to the farm.
3. Measuring.
   - *a.* Vegetables.
   - *b.* Materials for work period.
4. Forms of vegetables and leaves, gardens and plots.
   - *a.* Round.
   - *b.* Long.
   - *c.* Pointed.
   - *d.* Square.

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March Map. Lighting Our Shores

(Continued from page 15)

of these Colonial lighthouses is a key to our early shipping activities.

Federal lighthouse work was first carried on under the supervision of the Secretary of the Treasury. We find early documents pertaining to the maintenance of lights and their service signed by Alexander Hamilton, the first Superintendent of Lighthouses, and of George Washington, Thomas Jefferson, John Adams and James Madison. Somewhat later a lighthouse board was established, consisting of officers of the army and navy and civilian scientists. It was not until 1903 that the newly established Department of Commerce took over the Lighthouse Service. Today the 40,000 and more miles of coast line, Great Lakes and navigable rivers of the United States are divided into nineteen districts under the supervision of a Superintendent of Lighthouses. The material equipment for this extensive and valuable service includes lighthouses, lightships and light buoys and accessory properties.

ALTHOUGH modern design has in some cases influenced even the silhouette of lighthouses, their simple lines have really changed very little since the building of the Pharos of Alexandria. The characteristics of coast and climate dictate the type of construction for the building. The earliest lighthouses were tall masonry towers, but today the efficiency of steel and concrete has superceded the older methods. On the Pacific coast where there are many high bluffs the lighthouse tower is correspondingly low, the bluff itself elevating the light sufficiently for its visibility a great distance away. On the Atlantic coast, which is generally low-lying, tall towers are required to elevate the light. The coloring of lighthouse buildings varies, some having black and white stripes, others being spirally banded, some painted white, others black or red. This spectacular coloring is to distinguish them from other structures and establish them as landmarks during the hours of daylight. It is also important that when two lighthouses are located near together their separate identities should be quickly distinguishable.

AN important part of the history of lighthouses is the development of illuminants and illuminating apparatus. While the very earliest lighthouses guided ships merely by means of open fires of wood built in their towers, all early American lighthouses had some form of lantern with a lamp or lamps within. These lamps had wicks and burned whale oil, oils pressed from plant seeds or lard oil. At first the lamps were merely set inside a lantern made of panes of glass. To produce a more brilliant light the number of lamps was increased and a polished reflector placed behind each.

The first really brilliant light was the result of research and experiment on the part of the French engineer, Fresnel, who constructed lenses in *echelon*. These glass prisms collect and concentrate a very high percentage of the light emitted by the lamp and direct it along a horizontal beam. The introduction of kerosene was another important step in the evolution of highly brilliant lights. From kerosene the incandescent oil vapor light developed. This type of lamp, placed inside a carefully designed lens of great size produced the most powerful light known up to the time of the general introduction of electricity in lighthouse work about twenty years ago. Oil and oil vapor lamps are still used to some extent, due to certain circumstances which make electricity impractical.

There are lights of differing magnitude, dependent on the importance of their location. The type of light is another distinguishing feature. There is the steady burning light and the flasher. A flashing light is produced by the revolving of the entire lens, accomplished today by an electric motor. This relieves the lighthouse keeper of his arduous task of winding up heavy weights every few hours, which, attached to a clockwork device, kept the lenses revolving at a uniform rate. Lights, too, are of various colors.

The lightship plays an important role in the story of our coastal protection. The earliest of these are better described as light boats. They were small vessels, decked over, with a light displayed from a mast or tower. They were anchored at harbor entrances or other dangerous points. They had no crews but were visited each day by men whose business it was to tend the light and keep the hull pumped out. Later the Lighthouse Service purchased small sailing vessels and converted them for use as lightships. The crews remained on board. From these beginnings, special vessels were constructed first of wood, eventually of iron and steel. Today our lightships are built of steel with either steam or diesel engine propulsion.

IT IS the business of lighthouses, lightships and buoys to warn navigators of danger spots along the shores. It is also their function to assist the navigator in determining his ship's position at night or during a heavy fog. Since the establishment of the Boston lighthouse, the tower light and a fog signal have been the usual means of accomplishing these goals. Today, with the rapid development of radio communication the radiobeacon is the most valuable aid to navigation yet developed. A radiobeacon broadcasts an assigned dot and dash signal, which is repeated over and over. When a vessel hears this definite combination of dots and dashes, the master can immediately determine which lighthouse or lightship he is hearing. With his specially designed radio receiving set he can tell from exactly what direction the signal is coming. With these facts the master within range of two or more such beacons can plot his position on his chart, even though he may be so far from shore that neither light nor horn can reach him. In storm, fog or snow the traveler by sea has a greater protection in the radiobeacon than ever before known in the long history of navigation.

THERE is a mystery and fascination surrounding the sea and its dangerous moods. There is a large measure of heroism in the long story of man's courageous effort to combat these perils and create safety of navigation. The story has not yet been completed, but in the development of our Lighthouse Service one of the most interesting and exciting chapters is told.

Our Pets. A First-Grade Unit

(Continued from page 18)

with such spontaneity and freedom the actual representation of rabbits, ducks, chickens and other animals that it was no task to find innumerable actors to mend and paint the fence and pet hutches; to plant the garden which involved pantomiming farmers, seeds, rain, sunbeams and wind, and showing the growth of the seeds into flowers at which time crêpe-paper hats were donned by the former little seeds. We also played rabbits, chickens, guinea pigs, pigeons, ducks and fish.

Then, of course, the question of refreshments arose. It was at last decided that mother and father should have a taste of our garden vegetables. Carrots, kohlrabi and lettuce were pulled, and swiss chard was cut. These vegetables were carefully washed and cleaned. The kohlrabi and swiss chard were cooked, the carrots left raw and chopped in a food grinder. The kohlrabi was diced and all the vegetables were mixed with salad dressing, seasoned and served on a lettuce leaf. A sprig of parsley and a radish garnished each plate. Bread and but-

ter open-faced sandwiches cut with animal cookie cutters added their charm as well as did the first-grade hand-decorated paper plates and napkins. Iced orange juice which had meant an hour of steady, hard squeezing by a group of industrious boys was also enjoyed by all.

Outcomes

WE HAD brought to a close one semester's work with outcomes of immeasurable value in all phases of activity and growth. One might classify these outcomes under three main divisions:

Information

1. Knowledge of the proper care of pets as to food and cleanliness.
2. Knowledge of the best type of housing for various pets.
3. Knowledge of habits of different animals.
   a. Laying and setting of eggs for different length periods.
   b. Birth of young equipped as in adult life with fur, open eyes, and the power of walking and running as seen in the guinea pigs. Birth of helpless young cuddled in a dark corner of sleeping-box and completely covered with fur from the mother's own coat as in the case of the rabbit.
   c. Laying of eggs by some fish and bearing of young by others.
   d. Different ways of feeding young as shown by two distinctly opposite examples as in the chickens and the rabbits.
4. Knowledge of usefulness of pets and kindness toward pets.
5. Knowledge of how best to make and care for a garden.

Habits and Skills

1. Habit of accurate observation.
2. Habit of looking for cause and effect.
3. Curiosity about the natural phenomena of the environment.
4. Attitude of accepting facts only on the basis of observation or convincing proof.
5. Wholesome and enduring interests in the field of science.
6. Increased ability in the power of oral expression.
7. Skill in the mastery of vocabulary contributing generally to the reading program.
8. Ability in reading and increased interest in reading for investigation and knowledge.
9. Ingenuity and imagination in dramatization.
10. Increased muscular skills and coordinations.
11. Power in orderly, systematic planning, drawing, and using of materials; and increased ability in sustained effort.
12. Ability to recognize and use the following measurements: yard, foot and inch.
13. Increased responsibility.

Appreciation

1. A deeper appreciation of animals as faithful companions of human beings.
2. An increased appreciation of the necessity of working together in a cheerful, co-operative manner in a group.
3. An appreciation of the work of others.
4. A greater appreciation in art as to beauty of spacing, and beauty in line, color and form.

Arithmetic in Grade Four

(Continued from page 20)

How many more, or less, rabbits has Fred than Bill?

The fourth-grade baseball team has $..... How much more will it need to buy a baseball outfit which costs $..... .....?

If the boys share equally the cost how much must each boy pay?

6. Type problems of home experiences, for completion, the child choosing the process.

Hilda's mother bought a coat which was marked down from $30 to $14.95. You will find how she saved by .....

Wilson received $6.20 from his vegetable sales. He bought shoes for $1.49, a cap for 50¢ and a baseball bat for 98¢. You can find how much money he had left by ..... and then by .....

Objectives. To develop the ability to construct and solve problems within the child's everyday experiences.

Activity. Computing mileage.

Materials and subject-matter. Problem made from report given by a pupil during the early morning conference period:

Archie's father is a traveling salesman. During August he visited many towns and cities in Florida. His mileage was: first week, 903 miles; second week, 871 miles; third week, 900 miles; fourth week, 520 miles; fifth week, 98 miles. We want to find out how many miles he traveled during the whole month of August.

Procedure. This process of addition involves all difficulties. Unless each step in the development of the addition process is mastered by the child, his work becomes drill in the practice of errors. Drill must come after real teaching has been done.

Objectives. To develop the ability to add with reasonable speed and accuracy, without counting, various sums including six three-figure numbers involving carrying.

Activity. Comparing dates in the history of Florida.

Materials and subject-matter. Reference books: Longstreet and Goulding, *Stories of Florida;* Evans, *First Lessons in American History;* historical map of Florida; available from State Department of Agriculture. Reading four-place numbers, dates; subtracting four-place numbers in determining time between historical events which interest children in different sections of Florida, as, discovery of Florida by Ponce de Leon, of DeSoto at Tampa Bay, and Narvaez on the West Coast of Florida, construction of forts at Pensacola, St. Augustine, Matanzas Inlet, construction of Franciscan Mission at New Smyrna, coming of Jean Ribault to St. Johns River country, defense of Tallahassee, Seminole wars, Battle of Olustee, construction of the first railroad, construction of overseas railroad, building of Gandy Bridge over Tampa Bay, building of The Singing Tower at Lake Wales.

Procedure. Children of the fourth grade like to explore books to find answers to questions which interest them. The teacher should place at their command every available source of reading material suited to their age-level. These may provide many interesting arithmetic experiences for the children in comparing time, distances, population, size, capacity and weights.

These comparative activities involve many uses of the subtraction process. Although subtraction has been taught and emphasized in the third grade, it is necessary for the teacher of the fourth grade to check frequently each child's ability to subtract; to give instructional drill; and to give frequent maintenance drill.

Objectives. To gain mastery of the process of subtraction; to develop the ability to subtract accurately all types of problems up to and including five-figure numbers.

Activity. Comparing the population of Florida cities.

Materials and subject-matter. Census reports for Florida cities; railroad folders; advertising folders secured from Florida cities; Arabic numbers through five and

six places, or further if necessary; subtraction process in comparing population of Florida cities.

Procedure. Growing out of their interest in problems of their everwidening environment, the fourth-grade children will find a need for learning how to write and read larger numbers. Reading geography texts and railroad folders will involve the use of numbers in determining the population of cities and countries, in determining distances across continents and oceans, in determining the circumference of the earth.

Definite teaching will be necessary to acquaint the pupils with these larger numbers. History as well as arithmetic and geography furnishes an opportunity to teach reading and writing of numbers in geography unit. Have the class write the numbers mentioned by the pupils in comparing the various cities of Florida. Let the children read numbers indicating routes from geography wall maps. Compare data on population of Florida cities with those of cities in other states. Compare areas of states and oceans. Through their daily experiences, fourth-grade children will have occasion also to use large numbers in estimating the number of people at large gatherings, or the number of vehicles passing a busy corner.

Objectives. To develop further the ability to read and write Arabic numbers through six places or further; to develop further the ability to use reference books and materials.

Activity. Exploring a school-supply catalog.

Materials and subject-matter. Catalogs of school supplies; table of contents used to locate playground equipment section in catalog; types and prices of equipment; types of equipment for different age groups in school; total cost of selected apparatus; freight charges; transfer charges.

Procedure. Children like to explore catalogs, and to plan make-believe purchases of items closely associated with their daily needs and interests. Each child may make a list of the equipment which he desires for the school playground, and also find out the cost, f. o. b., nearest station. If the supply of catalogs is limited, children may take turns in making out their orders or make them from a list written on the blackboard. They may desire to set a definite sum which may be expended for their purchases.

Objectives. To develop further the ability to create and solve one- and two-step problems involving life situations within the child's experiences; to develop the ability to use U. S. money in solving problems involving the use of the four fundamental processes.

Activity. Preparing a bulb order.

Materials and subject-matter. Process of division in determining cost of 3 bulbs to each child; finding how many dozen there are in 156; multiplication process in determining numbers of bulbs needed, 156 x 3; and in finding total cost of bulbs 13 x 40 cents. (Vary the number according to the individual situation.)

Procedure. The fourth grade is asked to prepare the order for narcissus bulbs for the 156 primary children in their building. After comparing prices at local stores, they decide to pay 40 cents a dozen for the bulbs. They must find out the number of bulbs needed if each child is to get 3 bulbs.

Objectives. Comparison of values and further familiarity with multiplication and division.

Living Art

(Continued from page 21)

mother helped her boy to carry on his work at home. An attic room was surreptitiously converted into a studio and the family charwoman took time off from her scrubbing to act as model. He worked hard at his painting without success until a friend asked him to paint a portrait of a girl, who was to be away on an extended visit, from her photograph. The success of this portrait brought attention to Neuhuys' work. Art dealers became interested and Neuhuys was kept busy with commissions for the portraits of the great. Because of his father's continued lack of sympathy with the profession of the artist, Neuhuys' identity was cloaked in mystery. He painted as an unknown artist from France until one day a former teacher, seeing a Neuhuys' canvas in the window of an art store, proclaimed to the world that this work could be from the brush of none other than his pupil, Albert Neuhuys.

As the painter's experience and skill increased his interest in satin and fine lace diminished. He found peasant types and the picturesque landscape of The Netherlands more sympathetic subjects for his interpretation. "The Seamstress" is representative of this more mature development of his art.

PROBABLY the background of "The Seamstress" is the one room of a Dutch peasant's house. The sun brightens a home spare of luxury, with plastered walls and a clay floor. The beams of the low-hanging ceiling are roughly hewn wood. The chest, table and chairs were probably made by the peasant father of this family, which is poor in the comfort-making things of life, but rich in the circle of affection which binds it together. We can tell from the mother's patient, calm appearance that she is living happily through the spiritual values which come with motherhood. Her children are happy because of her.

The warm colors of the painting are in a low key, with interesting contrasts in light and dark masses. The mother wears a white cap, a gray and blue apron and the work on her lap, a garnet red, is the only bright color in the picture. The sunshine from the little window falls on the soft gold hair of the baby whose pose is appealingly child-like. Both children wear blue aprons. The chest, which stands in the sun is a golden brown and provides a contrasting background for the darker figures of the group. The floor is the reddish yellow clay and the plates dull blue and gray. The shapes of the plates in the rack and the various objects on the chest are pleasing bits of detail in a composition in which detail is almost eliminated. In "The Seamstress" Albert Neuhuys has painted a picture of great charm because of the story it tells and his technic in telling it.

— MARY TAYLOR

Art In Childhood

(Continued from page 24)

might be either blue or a darker shade of green to contrast with the leaves.

THE two-page poster of the boy with his kite is a fine companion piece for the Easter Bonnet design. The poster may, of course, be carried out in any number of ways and any number of color schemes. We suggest its use on the blackboard as most effective in colored chalks. A harmonious blending of colors would be—buff-colored kite, blue-green sweater and dark brown trousers. Cap and stockings of sage green. The landscape behind the boy would be spring-like and attractive if the sky were done in a light gray, trees in a slightly darker shade of gray, the hills light brown and gray-green and the foreground orange. There is a chance for touches of bright color in the cuffs of the boy's stockings and in the tail of the kite.

THE March hare in the calendar design brings the month in "like a lion." He will have to share his honors this year with the Easter bunny. Perhaps it will take all the genius of the tiny elf-man to manage him. The hare should be colored brown, except his nose and a narrow space around his eye and under side of his body which should be left white. The bunny will look well against a blue sky on a light yellow hill. The elf should be dressed in an orange jacket, with green pants and cap. The tiny rabbits below the picture should be bunny-color with jackets of harmonious bright shades

Tested Schoolroom Helps

(Continued from page 39)

work within a single booklet, and will cover a period of about two weeks.

First, the booklet itself: six sheets of 12" x 18" manila paper, folded and stapled into a 9" x 12" booklet of ten inside sheets. Instead of a colored paper cover, I suggest a title of letters cut from many shades of paper to represent spring colors, pasted on the manila cover.

Second, the art content: a single boy or girl figure on each right-hand page, large enough to fill the page and without background. Each figure will be engaged in a spring activity. Blouses and dresses should be in bright, clear colors, and outlined in black.

Third, creative written expression: an original story of four or five sentences, written on lined paper of the proper size to be pasted on the page opposite the figure about which it is written.

An oral discussion should precede the unit, then day by day a single activity may be presented, first in art, then in writing. Stress is placed upon the careful presentation of figure-drawing in grades one and two, where this booklet is most adaptable. It fosters a remarkable interest in spring and becomes as gay and interesting as a book from the library.

Here is a list of the activities I have used:

Raking leaves
Washing windows
Putting up bird houses
Taking down storm windows
Planting a garden
Picking pussy willows
Roller skating
Playing marbles
Walking in the rain
Jumping rope
Painting the house
Putting up screens
House-cleaning

RUTH H. WAGNER, Whitefish, Wis.

Covering Our Flower Pots

THE following is an idea for attractive and colorful flower pot covers:

Cut a strip of construction paper slightly wider than the height of the flower pot and long enough to go around. Color in lengthwise stripes or make a design with crayons. Then fold the paper lengthwise and cut as for Japanese lanterns, being sure to cut narrow strips. Put paste on thickly around the top of the pot only. Then paste the paper around so that it will flare out on the sides.

These covers are simple enough for the children to make and they will enjoy adding to the attractiveness of their rooms in this way.

EVELYN AUGAR, Minneapolis, Minn.

For the Children's Hour

(Continued from page 44)

hard to keep on his way. "Mother said I should not stop for anything," he had to remind himself.

On he hurried. His feet felt dusty and tired in their loose sandals. His head was weary from carrying the seven big hats.

"Come and rest with me," said a voice. It came from a boy of Manuelo's age. He was resting beside gay pottery, which he had been carrying to the city.

The boy looked very comfortable. Manuelo longed to sit down beside him.

However, his answer was the same: "I must hurry to the city. I must not stop."

AT LENGTH he reached the city. Down a narrow, crooked street he walked. It was difficult for Manuelo to balance the stack of hats, now. People jostled and crowded from all sides. Burros and oxen came along, and he had to jump to get out of their way.

It was with a happy sigh that Manuelo reached the wide, open plaza. Near the cathedral he stopped, waiting for people to come and buy his hats.

And, so well did the people like the woven hats, with their broad brims decorated in green and red, that in no time they were all sold!

Then Manuelo put on his own hat, which had swung from his back all the

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way, hung his colorful serápe, or blanket, more neatly over his white suit, and started for home.

He did not linger to look at the interesting sights in the city. The people who sat under striped awnings and umbrellas, selling delightful objects; the man who cried that he had water for sale; the other man who sprinkled the dusty streets, all fascinated Manuelo. But he did not remain to watch.

It was a hungry, tired boy who reached the adobe house that day.

"Manuelo!" said his Mother, with a proud smile. "You really did as I asked! I was so afraid you would linger along the way."

She counted the money which the boy handed her.

"Do you know what I shall do?" asked his Mother. "I shall buy a little burro. When I make hats, or baskets, or sandals, he will carry them to the city on market days. And you, Manuelo, shall be his master! You shall drive him to the city, and ride home on his back! I tested you today to see if you could be trusted to do that."

Manuelo's black eyes danced. "I shall like to go to the city on every market day," he exclaimed. "Then I shall have a chance to see all the interesting sights. And, with a burro to ride home, I shall not get so tired."

"Oh, Mother!" he added. "Do I smell good tortillas, almost ready for me to eat?"

"Yes," replied his Mother, joyfully. "There are tortillas, or corn pancakes. And there is chicken, too, with cacao to drink. It is a good meal for a little boy who has more than earned it!"

Books for the Month

(Continued from page 48)

pony express was an important factor in our commerce. This book will be of unusual interest and value in the study of American history as it is the first picture book with a background of this phase of our western development.

THE book selection for March is notable in the listing of a new book by Berta and Elmer Hader, *Billy Butter* (Macmillan), *Ship's Parrot* by Honoré Morrow and William J. Swartman (Morrow) and *War Paint* by Paul Brown (Scribner's). Mrs. Morrow's book is illustrated by Gordon Grant. Each of these books is illustrated by artists who are established authorities in the drawing of their selected subjects. In the pictures for *Billy Butter* in black and white, and the soft colors which we have come to associate with the Haders' illustrations, the amusing story of a little goat who lives on Telegraph Hill, is satisfactorily completed. Billy's background is the Italian district of San Francisco and, in reading his story, we learn interesting facts about the lives of these new Americans who bring their customs and their crafts with them. There are thrills and suspense in Mrs. Morrow's appealing tale of the sea, which she retells from Captain Swartman's own account of "Robert," a ship's parrot on one of his commands. *Ship's Parrot* is a necessary complement to Mrs. Morrow's former contribution to children's literature, *Ship's Monkey*. Gordon Grant was a happy choice as illustrator for both these books. It was the fortunate experience of the reviewer to hear Mr. Paul Brown describe his method of creating the pictures for *War Paint*, a wild pony, roaming the western prairies in the days when Indians were on the war-path. Mr. Brown has achieved the accuracy and vigor of the drawings which embellish each page of his book by an original technic. He draws with greased crayon on transparent tracing paper. From his original drawing, overlaid with another sheet of tracing paper he picks out those lines which seem to him the best. This is repeated until he is satisfied with the synthetic result; made up of the best lines of each drawing. Mr. Brown believes that this method insures spontaneity and the tremendous power of his pictures of horses, Indians, wolves and panthers in strenuous action convinces us that he is right.

Do You Know About Fishes, Janet Smalley (Morrow), *Now for Creatures!* by Shelby Shackelford (Scribner's) and *Little Black Ant,* by Alice Crew Gall and Fleming H. Crew (Oxford) complete our study of the animal kingdom in books for the month. We find in reading Janet Smalley's book that there is a great deal we did not know about fishes and are grateful to her for bringing many curious facts to our attention. The text is sufficiently simple for primary reading. Shelby Shackelford answered her son's questions about caterpillars, moths, butterflies, frogs and a host of other exciting garden creatures by making a nature book for him. All children are fortunate in being able to share the facts, checked by scientists, and the accurate and decorative plates which Mrs. Shackelford made for her son's information and pleasure. The last chapters of *Now for Creatures!* give a simple, clear explanation of the intricate civilization of the ants. There is always a feeling of mystery surrounding the life habits of ants and there is probably a common urge among children and their seniors to thrust a sheet of window glass through the center of the garden ant hill and see just what business is being carried on. If you are not in a position to do this comfortably and see for yourselves, we recommend *Little Black Ant* as the best possible substitute. Aside from the life story, beautifully told, this book is a treat in format and clear type, designed for comfortable reading in school or home.

The Editor's Page

(Continued from page 37)

OUR pages devoted to entertainment, art and craft work will include a fairy play by Marion Holbrook, based on the idiosyncrasies of April weather. The cast includes a large number of characters and the play will make an amusing and timely feature for a spring auditorium program. "Art in Childhood" will take its theme from Japan and provide eight pages of simple and artistic designs. Mrs. Higgins, who contributes the department, will give you detailed information as to the background of Japanese art and clear directions for carrying out the suggested projects. "The Children's Hour" and Mrs. Bleecker's selection of poetry will correlate with the underlying theme of the issue, the awakening of spring and the country which we think of as the essence of nature's flowering, Japan.

Windmills and Dikes

(Continued from page 45)

of the native art. This climaxed the day's and the semester's work. Each child, we felt, went on to the next grade knowing more of Holland and its people and feeling a closer relationship between The Netherlands and the United States.

A SONG OF HOLLAND*

The boys and girls of Holland,
Away across the sea,
Wear clumping, heavy wooden shoes,
As clumsy as can be.

The many dikes in Holland
Help keep the great sea out.
The windmills pump the water there,
Bright tulips grow about.

*Composed by the 3B boys and girls of the Lafayette School, Long Beach, California.

Some Problems of Modern Elementary Education

(Continued from page 47)

THE concept of the "total child," or of "pupil integration," calls attention to the fact that not all of an individual is measurable and that, when all tests have been considered, there still remain elements of significance which may alter the effect of all the rest. For this reason teachers in the field have welcomed the Gestalt psychology, realizing that they have always dealt with whole children and total situations. In their haste to accept the new philosophies, however, educators have not always taken care

that the new ideas were sufficiently well grafted on the old. For this reason various problems have arisen.

In the first place many of the known facts of child growth and development tend to be neglected under the plan of considering the "whole child" only. Emphasis, for example, may be laid on the process of combining subject matter without due care that the activities united are suited to the intellectual or developmental level of the children concerned. Moreover, the view of the ultimate goal that unites the activity in the mind of the teacher is often too distant to function as a stimulus to the pupils. This difficulty is observable even in child-selected units of work. The "term plan" and the "semester schedule" are largely guides for the teacher. Smaller items of work, which can be more quickly finished and the results of which can be more readily seen, are more suitable for children. The total child is considered when the teacher makes such adjustments in amount of time spent on work units as are required by the interests and needs of the pupils.

Another problem is the failure to distinguish between the child and the subject matter and the tendency to assume that combining subjects guarantees pupil integration. Merely to initiate activities, containing various types of subject matter, has little or no relation to the development of a harmonious personality. A pupil becomes integrated when he devotes his entire energy and enthusiasm to a task because of its value to him. Integration of personality may, of course, follow experiences the data of which are derived from more than one field, but this result is not inevitable and integration continues to depend on other than mechanistic factors. In the purposefully motivated experiences of an activity program, combinations of subjects usually have a reason for being combined, and this purpose induces integrated reaction in the pupil.

A further problem connected with the application of the total-child concept is that there may be too much emphasis on individual work and individual growth, to the detriment of social experiences. To neglect social growth eventually restricts individual progress. Over-emphasis on individualism should be counteracted by considering the social purposes for which the well-integrated person should exist.

Another problem lies in the absence of definite standards by which individual growth can be measured. The recognition of the significance of unmeasured elements of the personality operates to cause doubt about when the pupil is or is not doing his best. Perfection in the abstract is a vague goal, and the possibilities of rationalization and self-excuse are many. To lead the child to realize what his potentialities are, rather than to accept the easily attained, is an important adjunct to the aim of developing the total child.

Recent emphasis outside the school on the significance of social relationships has been reflected by a similar movement within the school. To induce pupils to realize their own social duties and privileges and to recognize the fact that society is in a state of constant change, determined by man himself, is one of the objectives of the new education. The new procedures of the classroom are devoted to the same end. The pupils undertake co-operative endeavors, and they learn not only how to bring their tasks to a successful conclusion but how to share experiences, how to help others, how to find personal satisfaction in the well-being of the group, and how to overcome selfish desires in the willingness to work for the happiness of all. The amount of guidance usually necessary to insure the smooth working of social ideals in the classroom might indicate the remoteness of the goal, but, as in other movements, momentum is gained after the first start is made. The problems to be faced in the cultivation and the maintenance of social ideals are usually somewhat like the descriptions in the following paragraphs.

Many pupils are likely to shirk their responsibilities and to leave them to other persons. This problem is likely to arise

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in any class because the wide divergence in the levels of social development will cause some pupils to take advantage of the "helpfulness" of others. It may be necessary frequently to point out that the best way of serving others is not to do their duties for them but to help them to become self-directing.

Another difficulty when social service is emphasized is that pupils may be satisfied with mediocre effort. Some pupils, becoming disgusted with the weak co-operation of others, may respond with a like superficial attitude. The sense of fairness and justice is weak or absent in some children, and definite attempts to interpret class ideals, as well as the initiation of some activities that will arouse the unquestioned loyalty of all the group, may be needed.

Closely allied with the low standards of co-operation among some of the pupils is the fact that achievement in many lines may be reduced in quality as soon as the emphasis is removed from individual competitive effort. The dictum, "Allow each child to compete with his own record," does not always inspire effort comparable with that evoked by competition with classmates. Care should be taken that proper recognition is given to achievement in order that growth in itself, irrespective of the attainments of others, may be made desirable.

Another difficulty in the socialized group is to be found in the inability of the pupils to evaluate attainment of any kind with the degree of flexibility needed by pupils of different mental endowment. Inadequate and destructive criticism may be detrimental to some pupils and may result in a general habit of looking for faults. The pupils of the elementary school usually do not possess sufficient tact or understanding of other children to know, without guidance, just when adverse comment might be a real discouragement, and they cannot realize how individual standards and requirements should vary.

Another problem is found in the danger that may arise in a situation where the social leaders are neither the intellectual leaders nor the pupils most industrious in pursuit of class interests. Prominent, self-centered pupils, unless guided, may give overt expression to some hidden disappointment or thwarting of their own by discounting the work of others. There is also the danger that in the complexity of an activity program contributions of real value and great effort may be passed by, unnoticed by the class, unless the teacher calls the attention of the pupils to them. Such an omission discourages the contributor in his attempts at self-expression.

When attempts are made to reform the traditional types of instruction by the application of the four concepts of the curriculum it is highly important that the teacher be aware of these problems which are likely to be encountered and that she have a clear idea of the fundamental goals of her teaching.

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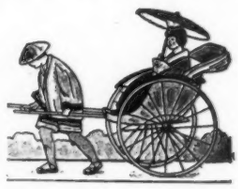

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The 1937 Meeting of the National Education Association Department of Superintendence

THE general plan of the program for the 67th annual convention of the Department of Superintendence to be held in New Orleans from February 20-25, provides for general sessions in the morning and evening, with discussion groups in the afternoon. The tentative General Sessions program follows:

Sunday, February 21, 3.45 p. m. Vesper Service.

WALKING WITH GOD TODAY, Albert W. Palmer, President, Chicago Theological Seminary, Chicago, Illinois.

Sunday, February 21, 8.00 p. m. Dixie Night.

Episode I Colonial Days in the South
Episode II The War Peril
Episode III The New South
Episode IV The Idealized Mardi Gras

Monday, February 22, 9.00 a. m.

ADDRESS OF WELCOME, Nicholas Bauer, Superintendent of Schools, New Orleans, Louisiana.

RESPONSE, J. M. Gwinn, Professor of Education, San Jose State College, California, and past president of the Department of Superintendence.

THE MEANING OF THE EXHIBITS, Homer W. Anderson, Superintendent of Schools, Omaha, Nebraska.

THE BUILDING OF THE PROFESSION OF SCHOOL ADMINISTRATION, George D. Strayer, Professor of School Administration, Teachers College, Columbia University.

A PROFESSIONAL CODE FOR SUPERINTENDENTS, Frederick M. Hunter, Chancellor, State System of Higher Education, University of Oregon, Eugene, Oregon.

Monday, February 22, 8.00 p. m.

PRESENTATION OF HONORARY LIFE MEMBERSHIP TO JOHN DEWEY, John A. Sexson, Superintendent of Schools, Pasadena, California.

DEMOCRACY IN SCHOOL ADMINISTRATION, Dr. Dewey.

ADDRESS, John W. Studebaker, United States Commissioner of Education, Washington, D. C.

THE FEDERAL GOVERNMENT AND EDUCATION, speaker to be announced.

Tuesday, February 23, 9.00 a. m.

THE COST OF CHANCE, A. J. Stoddard, Superintendent of Schools, Providence, R. I., and chairman, Educational Policies Commission.

THE IMPROVEMENT OF EDUCATION: ITS INTERPRETATION FOR DEMOCRACY, The 1937 Yearbook.

THE PRESENT EDUCATIONAL SCENE, Hollis L. Caswell, George Peabody College for Teachers, Nashville, Tennessee.

THE FUTURE OF EDUCATION, Frederick H. Blair, Superintendent of Schools, Bronxville, New York.

FIRST BUSINESS SESSION, Nomination of officers from the floor, reports of committees.

Tuesday, February 23, 8.00 p. m.

EDUCATION FOR NATIONALISM, George Norlin, President, University of Colorado, Boulder, Colorado.

CAN DIVERGENT VIEWS ON EDUCATIONAL THEORY AND PRACTICE BE RECONCILED? Charles H. Judd, Head, Department of Education, University of Chicago.

EDUCATION FOR THE MIDDLE OF THE ROAD, William F. Russell, Dean, Teachers College, Columbia University, New York.

Wednesday, February 24, 7.30 a. m.

Complimentary breakfast to the convention under old Dueling Oaks in City Park.

Wednesday, February 24, 9.00 a. m.

ADDRESS, Orville C. Pratt, Superintendent of Schools, Spokane, Washington, and President, National Education Association.

THE IMPORTANCE OF A POINT OF VIEW IN SCHOOL ADMINISTRATION, Jesse H. Newlon, Professor of Education, Teachers College, Columbia University.

THE PROSPECT OF AMERICAN DEMOCRACY, George S. Counts, Professor of Education, Teachers College, Columbia University.

THE FUNCTIONS OF SECONDARY EDUCATION, Thomas H. Briggs, Chairman, Committee on the Orientation of Secondary Education.

Wednesday, February 24, 4.30 p. m.

Open air concert in Municipal Auditorium Plaza by Louisiana State University Band.

Wednesday, February 24, 6.00 p. m.

College Dinners.

Wednesday, February 24, 8.30 p. m.

General session program in preparation.

Thursday, February 25, 9.00 a. m.

Report of Committee on Resolutions.
General program in preparation.

Thursday, February 25, 2.15 p. m.

Parade of the Krewe of NOR, the school children's carnival organization of the celebrated Mardi Gras. By special arrangement, it will repeat its colorful parade along the streets of New Orleans for all those attending the convention of the Department of Superintendence.

Discussion groups will be organized at this convention on a topical basis. The same topic will be discussed by each special division on three consecutive days

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so that more than a superficial glance may be had at the problems involved.

Association for Childhood Education

Two thousand teachers are expected to meet at San Antonio, Texas, March 30 to April 3, in the forty-fourth annual convention of the Association for Childhood Education. Well-known leaders in the field and delegates representing the twenty-three thousand members of the Association will participate in the five-day session.

"Today's Trends in Childhood Education" will be the convention theme. Since significant changes have been and are taking place in the administration and practice of the elementary school, it is important to analyze as clearly and critically as possible the trends that characterize these changes. The convention program is planned to develop a clearer understanding of the direction of these trends, to give information as to how they are affecting educational practices, and to make some evaluation of these trends.

Speakers invited for the evening programs include John W. Studebaker, U. S. Commissioner of Education, "Trends in Co-operation between Home, School and Community"; Paul Hanna, Leland Stanford University, "The Child and the Teacher in Today's Educational Trends"; B. F. Pittenger, Dean of the School of Education, University of Texas, "Curriculum Changes in Response to the Demands of Everyday Living"; and T. V. Smith, University of Chicago, who will speak at the dinner meeting.

There will be a festival celebrating the one hundredth anniversary of the founding of the kindergarten in Blankenburg, Germany, in 1837, by Frederich Froebel. Edna Dean Baker, president of the National College of Education, Evanston, Illinois, will direct this festival.

General sessions will be devoted to a discussion of the trends in curriculum, records of progress, and co-operation between home, school and community. Other sessions will consider the marked trends and significant problems in administration — rural and urban, the upper and lower elementary school, the kindergarten and nursery school. Ten study classes under the direction of Marjorie Hardy, Germantown Friends School, Philadelphia, will consider the personality adjustment of the school child. Leaders of these groups will include Ernest Horn, University of Iowa; Jean Betzner, Teachers College, Columbia University; Marie B. Fowler, Cornell University; Olga Adams, Chicago University Elementary School; Laura Zirbes, Ohio State University; William Brownell, Duke University, and Mabel Kearns, National College of Education, Evanston, Illinois.

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